OVERVIEW

For All Educational Executives

April 1961

A BUTTENHEIM PUBLICATION

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and

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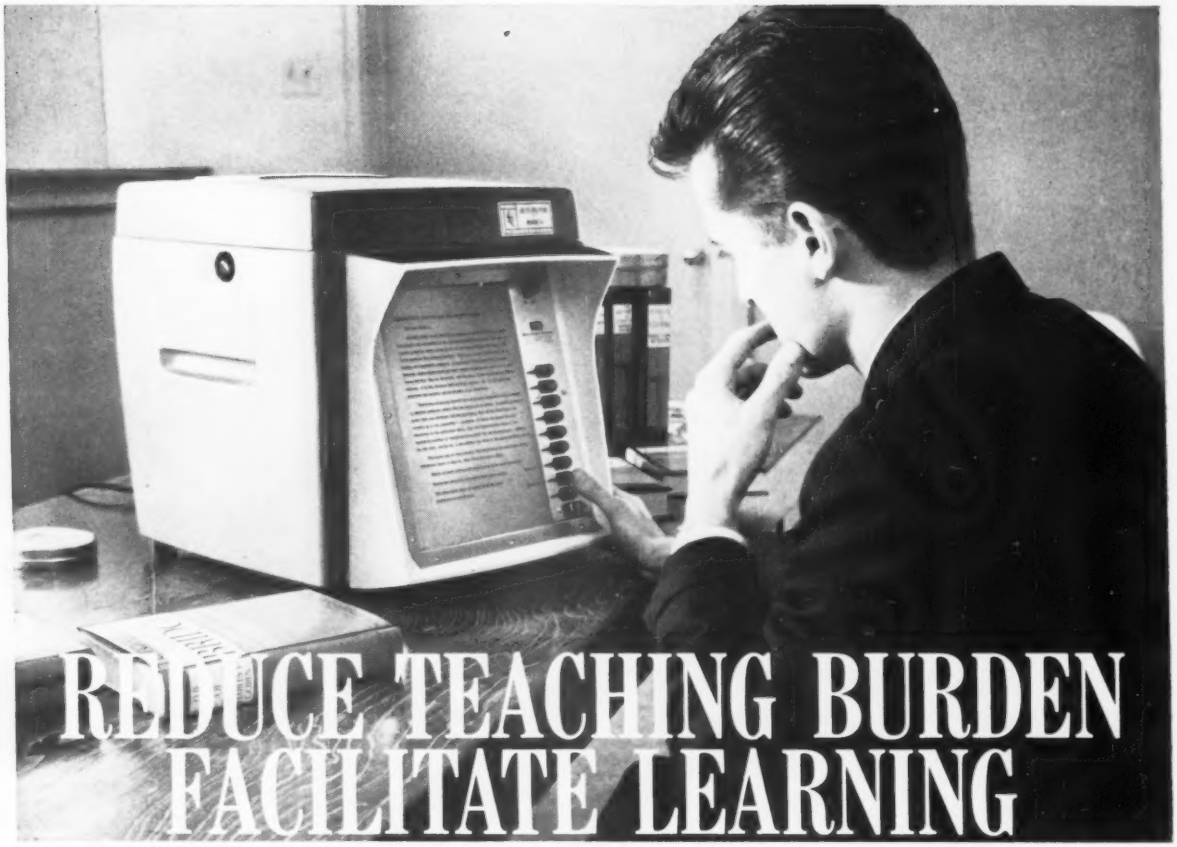

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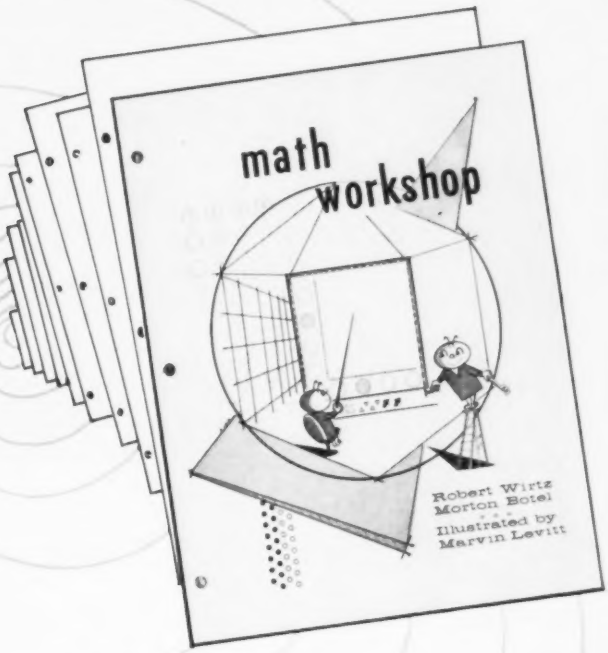

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The program has been conceived and executed by Robert Wirtz, Staff Research Associate with the Addressograph-Multigraph Corporation and Mathematics Consultant for Bucks County, Penna., Schools, and Morton Botel, Assistant County Superintendent of Schools for Bucks County. Special advisor to *Wirtz-Botel Associates* has been the eminent mathematician, W. W. Sawyer, Wesleyan University (Conn.). Mr. Wirtz and Dr. Botel will be available for major meetings to outline and to discuss the new program.

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OVERVIEW

For All Educational Executives

A Buttenheim Publication

A Double Challenge . . .

. . . faces today's educator. One is in outer space; the other is in our own back yard. You'll find out about both of them in this issue.

The first is titled "Countdown in Education" (p. 41), and we are privileged to have Hugh Dryden and Dr. Frank Sorenson as our guest authors. They alert us to the role education must play in a world bursting with new knowledge.

The second challenge is described in "Schoolman's Job in a Jobless Town" (p. 44). The OVERVIEW news team went to work ferreting out the problems educators are facing in the 100 urban and rural places listed as "depressed areas." The picture they paint is not a happy one, but we can take much pride in the job our colleagues are doing to provide the best education possible under less than ideal circumstances.

No one will argue that education is probably the most significant single influence on the community. But the community is also the most significant single influence on education. Our editors take pride in the fact that they have been able to open up the channels of communication between schools and the community at large on several vital issues. As the months pass, OVERVIEW will continue bringing to education those great issues of our time as they affect the job we do, written in language we understand.

Donald V. Buttenheim

Publisher

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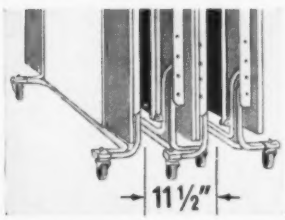

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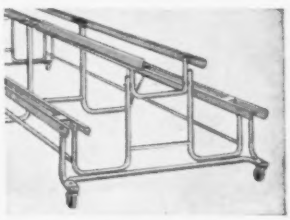

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OVERVIEW

For All Educational Executives

April 1961

37 **Backstage with the Kennedy Bill**

NEA is mobilizing support of the aid bill to assure passage in the House where "the agonizing count and recount of prospective votes have already begun." Report by Washington correspondent Erwin Knoll.

41 **Countdown in Education**

The scientific demands of the space age are forcing educators to cut the time it takes new knowledge to reach the classroom. U. S. deputy space administrator Hugh Dryden alerts educators to the role they must play in this space age. Professor Frank Sorenson reports how the new technological requirements are being reflected in school and college programs and teacher workshops across the nation.

44 **The Schoolman's Job in a Jobless Town**

For educators in the 100 urban and rural places listed as "depressed areas" the problems of teacher recruitment, programming, student counseling, and plant maintenance are compounded. OVERVIEW reporters interviewed these schoolmen to learn how they're tackling these problems.

48 **Profile of the AASA**

A bit of past history, present accomplishment, and local color of this largest professional organization for educational administrators.

50 **Packaged Air Conditioning**

Older buildings can be made comfortably cool by installing packaged units (3- to 50-ton capacities). Maurice Wilson discusses indoor, outdoor, and rooftop models.

52 **Make Way for the Community College**

It's the fastest growing segment of the public school system. Damon Reach forecasts a locally-controlled, public-supported, formal education program from kindergarten to grade 14 as the national pattern.

54 **Keep Your Staff Out of Court**

Test your legal IQ on Professor Armand Galfo's sample of court cases and his report on legal decisions involving teachers and administrators.

56 **How to Fight Dutch Elm Disease**

If your campus is fringed with elm trees, check this report for symptoms and control of their death-dealing fungus, *Graphium ulmi*.

61 **Moving into a New School**

First-hand experience of Ralph Wright and Jennings Johnson can help you with the logistics of your big move.

80 **"White House" on Campus**

Picture story of the homes (whose doors "never close") of three college presidents.

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Cover by Jack Brown

LETTERS

Individual Learning

I was very much impressed with your special report on individual learning. It reflects some very important concepts which need to be disseminated much more widely to better understand the implications of some of the new instructional innovations with which we are currently concerned. As president-elect of the national Department of Audio-Visual Instruction, I certainly want to encourage the widest possible dissemination of information of this nature. You are to be congratulated on the success you have had in interpreting these very important concepts.

If possible, I would like to have twelve copies of this report. . . .

ERNEST TIEMANN, Director, Visual Instruction Bureau, The University of Texas, Austin

May I have a few copies of the eight-page report on "Individual Learning" which appeared in the March, 1961 issue?

I would like to use them in my classes in educational psychology, and I am sure that my students will find your discussion as interesting as I did.

ROBERT R. REICHART, Professor of Education, Oregon State College, School of Education, Corvallis

Your magazine seems to improve with every issue. The content, format, and interest of the March 1961 issue reveal a high degree of maturity for a young magazine. . . .

Indeed I believe that the OVERVIEW proposal ["Individual Learning," March] is conservative and transitional. There are some students who not only can learn facts, skills, and concepts on their own but who also need isolation to create and contribute. . . .

Conversely group activity may sometimes be best for some young-

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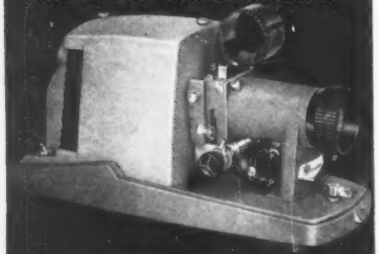

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Letters (continued)

sters learning or reinforcing concepts.

In any event, Leonia is planning to add a wing by September of 1962. If the referendum is passed in May we hope to include provisions for individual and large and small group learning. . . .

KENNETH J. DUNN, Superintendent, The Leonia (N. J.) Public Schools

. . . The most complete, informative, and helpful article on the subject which has been written. . . .

SISTER JOSEPH, Rivier College, Nashua, N. H.

. . . Congratulations on a first-rate piece of analysis concerning a problem which has been talked about a great deal in entirely too fuzzy a fashion. I have written to your publication for some reprint copies to distribute around Scarsdale. . . .

HAROLD HOWE II, Superintendent, Scarsdale (N. Y.) Public Schools

• *Ed.: Reprints are still available. Individual copies are free; quantities at nominal cost.*

From Washington

Erwin Knoll's first "From Washington" report [March] . . . reeked with the pseudo-liberal approach which typifies the editorial philosophy of the paper for which he acts as education correspondent [*The Washington Post*].

Be it known that not all "educationists" share the thinking that federal aid is to be the panacea for all the learning problems with which we are burdened.

Needless to say, we are doing everything within our very limited power to prevent this encroachment from transpiring and thank God for the conservatives in the Congress!

ALLEN E. SCHRAUFNAGEL, Supervising Principal, Wilton (Wisc.) High School

I read with great interest Mr. Erwin Knoll's first column of Washington reportage in the March issue. I was particularly struck by his somewhat ambiguous remark, in discussing the appointment of Dr. Sterling M. McMurrin as Commissioner of Education, that "administration sources admitted privately that they had been unable to realize their hope of naming a nationally-known educator to the government's top school post."

It depends on who is nationally known to whom. I would like to state for the record that, to those of us who are concerned about the quality of American public school education, Dr. McMurrin's appointment is the most heartening thing that has happened to the Office of Education in a long time. In a number of circles which seem to us important, where liberal education is taken seriously for its own sake, Dr. McMurrin's reputation as a distinguished scholar in his own field of philosophy, and as a capable university administrator, are qualifications for his present office which it would be hard to improve upon.

THOMAS A. BLEDSOE, Executive Director, Council for Basic Education, Washington, D. C.

Deadlines

As a former educational editor for twenty-five years, now happily retired and looking on from the outside, I have read with unusual interest the article "Deadlines and Dialectic" in the February issue of OVERVIEW, reporting more than 2,000 educational journals published in the United States. I wonder, however, if this is not much too modest an estimate. Not mentioned at all are college publications. Most of the more than two thousand institutions of higher education in the country have student publications . . . and alumni journals. Many of the secondary schools, both public and private, also have student or alumni publications, or both. I would estimate that the total number of "educational" publications in the country would be considerably in excess of 5,000 if a complete inventory were made.

I was intrigued also by the closing sentence: "For the man who wants to get his ideas into print, there are 2,000 opportunities." I should have been interested to know how many of these "opportunities" involve any payment for such contributions. Thirty years ago I made a study of various aspects of publication, from

the standpoint of the contributor. . . . At that time a half dozen of these periodicals indicated that they paid modest rates for contributions, varying from ½ cent to 2 cents per word. . . .

WALTER CROSBY EELLS, Washington, D. C.

• *Ed.:* OVERVIEW'S *survey was confined to periodicals edited primarily for the professional educator and did not try to include every one published under a school or college logotype.*

Labor Education

. . . I commend the fact you have seen fit to give space to such a worthwhile subject ["Closeup on Labor Education," March]. More and more enlightenment in this area of educational effort is necessary.

I must comment, however, on the errors in this statement . . .:

1. The indication that approximately 100,00 journeymen in the United States are enrolled in training. Our records in California disclose that nearly 60,000 journeymen were enrolled in classes organized in our public school program last year. In other words, the total figure quoted in this article seems to be smaller than we would expect a national total to be.

2. The indication that the unions control the education programs and are conducting such programs in their own buildings. This might be true in Washington, D. C., but we know of only two such instances in California, and one of these is now in the process of closing out.

3. The indication that the apprenticeship program is controlled by the unions. The article later refutes this by noting that "in almost every case, the program is handled by joint employer-union committees." This latter, of course, is the true situation.

4. The inference that apprentices take their related training in union buildings under union supervision. Our California Apprenticeship Act demands that all apprenctices must attend the public schools for their related training. . . .

WESLEY P. SMITH, State Director of Vocational Education, California

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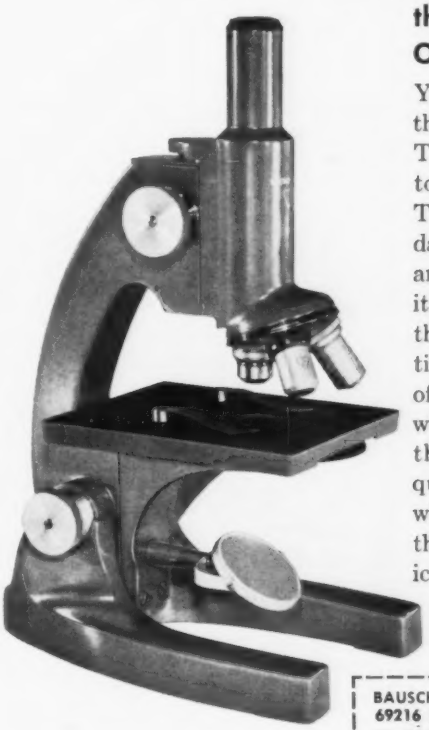

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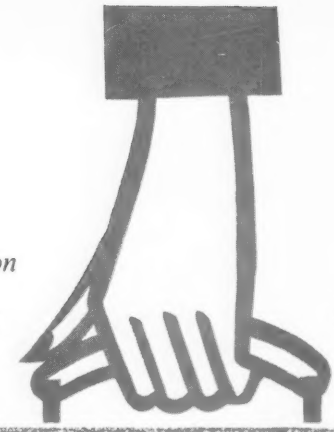

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ONE VIEW

Archibald B. Shaw

The Nation's Stake

OVERVIEW believes that in our country there are three levels of responsibility for public education, each with its appropriate obligation and proper concern. There are others—such as the individual's, the family's, the regional community's, for example—but the partnership of political communities includes the local school district, the state, and the nation.

We believe that the local district is uniquely qualified to assess and respond to local needs. But local districts are created by the state—a level of government to which we, the people, have assigned primary responsibility for the establishment and promotion of free public education. As we use the local district to ensure adaptation to local needs, so we use the state to maintain a quality of education at least minimally necessary for the continued development of responsible citizenry.

Just as we, the people of the state, cannot evade the obligations of state citizenship with which we have charged ourselves in our state constitution, so we have obligations in our national citizenship. Our reading of history and the Constitution ("We, the people . . .") gives no support to the position that our national government is a confederation of states. Rather, it represents to us the expression of a third, over-arching level of citizenship, in which we recognize certain obligations and to which we have assigned certain powers. We, and our chosen representatives in the national government, have continually adapted our national institutions to express our national interests and needs.

As Americans, citizens of the United States of America, we have come to the view that our national interest requires a quality of education and a universality of educational opportunity which will build and maintain the national citizenry vital to our survival as a nation and consonant with our minimum consensus on national purpose.

At the local level (unless we indulge our passion for bigness in much-needed district reorganization to a dangerous degree, or unless we interpret our freedom as license to let self-interest be our sole guides) the closeness of the board of education to the people guarantees a healthy adaptability.

It is at the national level that our system of education needs and is getting especial attention, as we try to clarify our national purpose and respond to the current challenges to our national survival and health. Just as the concerns of corporations have long transcended state boundaries, as much wealth has become national in character and origin, as our national weal has demanded that we not depend exclusively on the localities and the states to provide minimally adequate highways, communications systems, health and welfare support, or monopoly control, so now we have come to see how our national welfare demands national action in the educational field.

President Kennedy has proposed the appropriation of federally collected monies for the broad general support of public education. In this he reflects what has been repeatedly reported to be the view of the majority of our fellow citizens. OVERVIEW earnestly hopes that the bogey of federal control will not obscure the value of such an expression of our concern for educational opportunity.

Of course there must be some control, some sort of auditing which will guarantee the use of our funds for the purposes intended. But the fear that our local schools will be "nationalized" has no basis either in precedent or in the provisions of any of the bills now being studied. On the contrary, the Kennedy proposal will cure some of the less desirable federal control rising from the National Defense Education Act, with its explicit intent to strengthen certain segments of the curriculum.

The issue certainly is not whether there is to be a national system or whether there shall be federal control. We have both now. The principal issue is whether as citizens of the United States we can give national support as an expression of our nation's stake in public education. All our experience tells us that we are perfectly able to protect a high degree of local and state autonomy; that no one wants or will permit "nationalization" of our schools; that we can limit federal control to the degree necessary to guarantee responsible use of federal funds for the national purpose; and that Congress can be counted on to represent our concerns.

OVERVIEW's editors are committed to the strengthening of all education—local, state, and national; private and public; institutionalized and less formal—in a national system which preserves the pluralism that makes American education uniquely adaptable, singularly responsive to the needs of strong individuals in a strong society. We support the Kennedy proposals which seem to embody our concern as citizens of the Federal Government for the free public schools of America, just as we support every appropriate proposal which gives expression to our responsibility as local citizens, state citizens, church members, alumni, and stockholders for the strengthening of other elements in our national system. •

Circle OV-209 on reply card, last page

School Master*500 Filmstrip and 2 x 2 Slide Projector shown with exclusive Accessory Rewind Take-up and Semi-Automatic Slide Changer.

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FORUM

Is Your School District Second Class?

The Post Office Department has ruled that a local school district is *not* "an institution of learning supported in whole or in part by taxation" and does not qualify for second-class mailing privileges, according to Dr. Theodore Martland, business manager of the central high school district of Valley Stream, N. Y.

The ruling is incomprehensible. More importantly it adds to the costs of every school district with a report or brochure to be mailed to its citizens.

Superintendents and business managers should check their own post offices. Read POD Publication 13 and Form 354. Then holler! If enough of us complain maybe something will be done about this obvious inequity.

Brewster's Millions, Modern Version

The Ford Foundation has a hard time spending its income. Although its 1960 grants of $165 million far exceeded its income by $41 million, its combined fund balance rose a cool $300 million. At their market or equivalent values on September 30, 1960, the trustees of that Fund had $2.5 billion in uncommitted balances. What a responsibility!

Two-thirds of their new 1960 grants went to American colleges and universities (about $103 million in their twenty grant categories). $65 million went to strengthen American education, while nearly half of the remaining $95 million was granted to 152 colleges and universities as trustees for other programs. In the latter category, for example, Harvard got $5.6 million for a program of non-western studies. Stanford University's share in 1960 in all categories came to one dollar in every five; one in three of the total dollars entrusted to colleges and universities.

We're not going to quote Lord Acton, but we are thankful for the full and detailed reports made annually; and grateful for the great American tradition under which these trustees work!

Educators, Common Varieties of

ADDministrator—spends the bulk of his day counting the lunch money instead of dealing with educational problems. He may be found at his desk behind a pile of pennies he has already counted three times.

adminisTRADER—runs his school like a swap shop, bartering books and supplies with other schools in the district. Given the opportunity, he will swap teachers with the skill of a baseball manager trading pitching talent or a Kentucky Colonel swapping horse flesh.

adMINISTERator—preaches and moralizes at great length. His favorite pulpit is the teachers' meeting which he is prone to call almost nightly.

adminisTRAITOR—still owes his allegiance to his last school district and talks glowingly about it as if it were an educational paradise. He is responsible for teachers going "over the hill" to his former district.

adminiSTRAIGHTor—can see straight ahead to long-term goals, keeps lines of communication open and direct, never descends to devious courses of operation. He agrees with Big Brother slogan, "No man stands so straight as when he stoops to help a boy."

SUPPERintendent—can be seen at all civic luncheons where he has developed a blimp-like look, the ability to speak on a full stomach, and an aversion to chicken *á la* king.

SNOOPerintendent—recognizable by his keyhole-shaped eye and enlarged ears. He can frequently be found lurking by the door to the teachers' lounge.

SOAPerintendent—greatly interested in the use of soap, sweeping compounds, and paper towels and is often located in the lavatory evaluating the latest toilet bowl cleaner. Educational problems do not have nearly so much appeal for him.

SUPERintendent—a real superman who manages to be everywhere getting the job done. Highly respected by his staff, his board, and the community, he is easily recognized, but extremely rare.

princiPULL—a name dropper and influence peddler who, chances are, has a father or brother on the school board. Always has "inside" information on who is in line for what job and takes full credit for securing it for the one who gets it. Can be easily recognized by his favorite phrases "confidentially" and "*I* told him."

princiPILL—bad medicine and a real pain in the neck. This fellow acts as though the worst will happen and is seldom disappointed. He believes that every cloud has a radioactive lining.

princiPULP—obviously lacking a backbone, this jelly-like individual is shaped by whatever pressure is most current.

PRINCE-a-PAL—a right guy who puts the good of the kids and his staff first. In the eyes of young female teachers, he wears a gleaming suit of armor and is mounted on a white charger.—*William C. Miller, educational consultant, Wayne County Board of Education, Detroit, Mich.*

CORRECTION. Two lines were inadvertently dropped from last month's *Research* column, "Identifying the Disaffected." The middle portion of the opening paragraph of Professor Rowland's report should have read, "The study, conducted in a small midwest school district, sought specifically to determine the existence of dissident groups among parents of high school youngsters. The high school faculty and a sample of parents were interviewed. . . ." ●

Circle OV-210 on reply card, last page

Rauland

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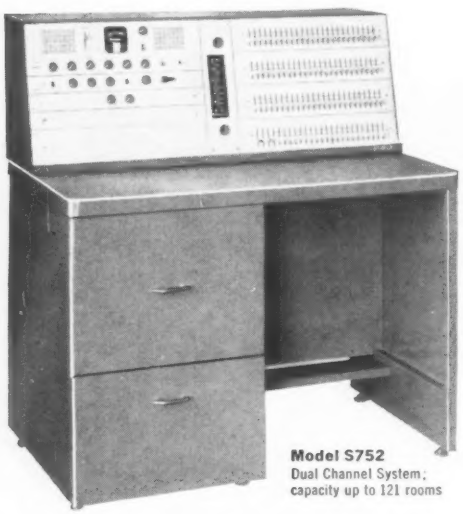
for the SCHOOL

RAULAND Central Sound Systems are the result of many years of experience in school requirements. To assist the busy administrator of today's complex modern school, RAULAND offers complete facilities for program distribution, 2-way communication and simplified administrative control.



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Dual Channel System; capacity up to 121 rooms

all desirable functions available

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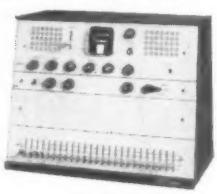
★ **FM-AM Radio**—distributes any radio program to any or all rooms
★ **Phonograph**—distributes program (transcription player or automatic phonograph) to any or all rooms
★ Optional Features—Disaster Emergency Switch; light annunciation; program clock signals, etc.



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ECONOMIC SCENE

Unemployment and Fluctuating School Costs

COST OF LIVING for teachers has now moved to an all-time high. One factor accounting for this price rise has doubtless been that wages have climbed much faster than productivity in many fields over the past twenty years. The rise of unemployment—now close to 5¾ million—may tend to moderate wage increases for the next few months.

Wage rates in America average some two to three times those in Western Europe. This means that many products can be imported more cheaply than they can be manufactured here. A good many factories have moved abroad, and many others are manufacturing parts of American products. Although the United States still has a net export surplus to the entire world, this is not true as far as Western Europe is concerned.

When the money we give away is added to our imports, we are running a net deficit with the entire world. This, of course, has put a great strain upon the American dollar and obviously will force changes of some kind. We will have to either provide less assistance abroad, import less, or export more. All of this means that the industries in the United States will not be as free to raise wages as they have been during the past fifteen years.

On the other hand, the Federal Government is almost certain to run a sizable deficit this year, next year, and —unless conditions change drastically—the year after that. These large federal deficits will tend to exert pressure for higher prices and wages. It will take a most unusual set of circumstances to keep these inflationary pressures from raising wages still further.

School people, meanwhile, will probably have to go on living with rising prices and rising wages. School salaries have finally been adjusted reasonably well to the post-war hike in living costs. The rise in teachers wages in recent years have gained substantially over the rise in prices, giving teachers greater purchasing power.

If prices start to rise again, a new effort will be required to move teachers salaries up at the same rate. This will probably make it difficult to improve the relative position of teachers, but further improvement in the relative position of part of the teaching staff is doubtless still desirable.

Meanwhile, school bond interest rates have been declining for over a year. February's average was 3.30 percent—down .5 percent from February, 1960, and down .75 percent from the peak of a year and a half ago.

School bond interest rates have fluctuated widely over the past four years. Periods of high rates have followed attempts by the Federal Reserve Board to restrain credit in order to slow down speculation in business activity; interest rates have dropped when the Board has eased credit in order to spur business activity. The current decrease in interest rates reflects the Board's attempt to stimulate economic growth. We can expect to see rates decline still further until there is an upturn in the business picture.

School building costs, however, continued to inch slowly upward. February index was 134.9—a rise of .2 over January. (See charts on page 21.) These index figures are given a new base year this month: 1947–49 = 100. For the past fifteen years, school building costs have been reported on the base of 1939.

Changing the base of an index number is always a difficult question of timing. The 1939 base year served well for showing how much prices have changed since just before World War II. But many people prefer to have the base year of an index not too far distant in order to get a clearer picture of price fluctuations. While a base year of several decades past shows the degree of inflation that this country has seen (if our index were based on 1913 = 100, the building cost index would be 730), the more recent base period also avoids some of the difficulties of noting changes in the quality of products over longer periods.—HAROLD F. CLARK

Representative Bond Issues

(From Feb. 1 to Feb. 28, 1961)

School District or College	*Amt. in Millions*	*Moody Rating*	*Net % Interest*
Ala: Ala Educ Auth (Cap Improv Revenue)	$30.	Aa	3.35762
Cal: Pomona Unif	1.06	A	3.2343
Garden Grove Union High	1.36	Baa	3.7711
Sta Maria Jt Jr Col	1.	A	3.152
Colo: Arapahoe Co #6	1.285	Baa	3.43063
Fla: Pinellas Spec Tax #1	6.	*Baa	3.0434
Ga: Cobb Co	1.25	A	3.2745
Fulton Co	3.3	A	3.284
Ill: State Normal U (res)	4.	NR	3.9379
Kans: Topeka	2.	Aa	2.95845
La: St Bernard Par #1	2.	Baa	3.683
Minn: Minneapolis Spec #1	2.	Aa	2.548
Mo: St Louis Co Mehlville #R-9	1.225	A	3.3628
N.J. Roxbury Tp	1.716	Baa	3.5744
N.Y.: Smithtown Cent #1	3.085	Baa	3.53
Elmira City	3.75	Aa	3.09
Ohio: Chillicothe	1.5	A	3.18
Sycamore Local	1.3	A	3.27
Tex: Bay City Ind	1.2	Baa	3.5214
Houston Ind	14.	A	3.5015
Wash: King Co Highline #401	1.415	Baa	3,6186
Wyo: Natrona Co HS)	3.833	Aa	2.83447
#2)	1.740	Aa	2.76519

*—*provisional* *NR—none assigned*

Compiled from The Daily Bond Buyer

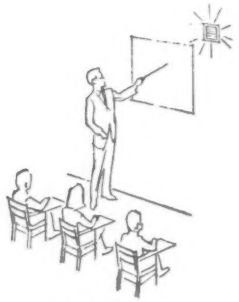
Circle OV-211 on reply card, last page

8 ways to enrich school curricula and improve administration

...through an economical sound-communication system

The console shown here is the central control of an Executone sound-communication system for an average-sized K-8 or secondary school. Located in the General Office, it handles switching, programming, transmission and power amplification for all the services described below—and others that your special requirements may suggest. Its 5-channel capacity eliminates the need for more than a single conduit for signals or communication between any two points in the system. Identical functions are available in a vertical console, for use where office space is at a premium.

Supplement the teaching program with sound



Classroom audio-aids can give students access to sources of important teaching materials . . . can place each class in closer relation to the school and the world around it . . . can help develop each pupil's critical faculties. Leading educators value the availability of:

Radio broadcasts: speeches; music; coverage of special events; interviews; important dramatic presentations; sessions of Congress; etc.

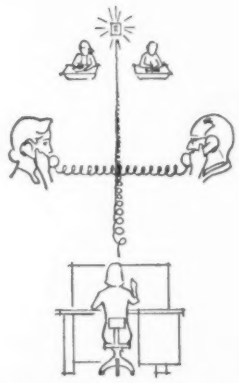
Recordings: from an ever-increasing fund of educational material on tape and discs.

Transmissions from other parts of the school: student musical programs; sports events; etc.

Recording and play-back facilities: for classes in choral and instrumental music; language and speech courses; drama workshops; etc.

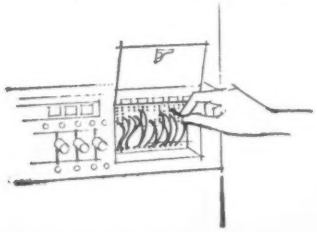
All these audio-aids can be supplied by a single Executone classroom reproducer . . . the same instrument that handles time signal, alarm and intercom functions. With a standard Executone system, any combination of rooms—chosen by selector-switches—can receive either of two simultaneous sound transmissions. Reproduction is of unusually high quality. Where recording and play-back are desired, rooms need only be supplied with microphone and tape-deck jacks. Amplification takes place at the main control console.

Speed administrative action: relieve over-burdened staff



Freedom to teach—and to work more productively—is one of the best answers to the chronic shortage of teachers and administrative personnel. Time savings increase in direct proportion to the staff's communication capabilities. Today, these can economically include: A) 2-way electronic voice intercom . . . between the office and any classroom . . . with complete privacy safeguards. B) Private-line room-to-office and room-to-room intercom . . . with call origination from any point. The Executone system offers all the above, providing 2-way remote-reply intercom through each classroom speaker . . . optional private-line handset communication using an independent channel carried by the same wiring.

Save money & space in providing variable time programs

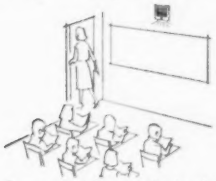


Classes with varying time requirements need no longer be subject to an inflexible set of signals. But conventional time-programming equipment—including independent crossconnect panels, relay racks, classroom buzzers and wiring systems—is bulky and expensive.

The Executone system includes a remarkably compact, easily accessible peg-board programmer—which allows each classroom to be placed on any one of six different time programs within seconds. This function is built directly into either standard console! The costly conventional system is eliminated.

Circle **OV-212** on reply card, last page

Preserve student discipline during unsupervised intervals



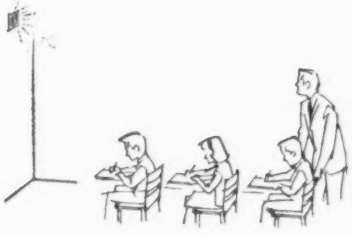
When teachers must leave their classes, the maintenance of discipline usually depends on the presence of a substitute. Faculty members may now be relieved of this non-productive extra duty. Unattended students can be monitored from the Office—through the Executone speaker—and notified by its open-line signal light that they are under remote supervision.

Control student transportation

Teachers find it especially difficult to keep order—and prevent delays—when restless students must await loadings of homeward-bound school buses. This condition is relieved when children are permitted to play freely—until summoned to the loading area in proper groups and directed to their buses.

This can be achieved through an inexpensive adjunct to the Executone system: a microphone jack at the loading area and speakers at loading and congregation areas. Both microphone and speaker wiring run in the same conduit. The amplifiers at the main console are utilized. Any available microphone can be plugged in at dismissal time.

Preserve the continuity of classroom activities



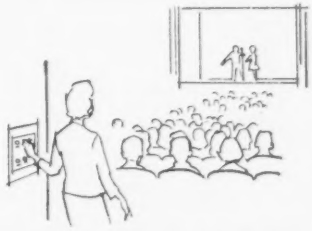
Communications in the modern school go a long way toward assuring uninterrupted class activities. But care must be taken that the facilities which make this possible are not themselves a disruptive influence. This is the case where calls make it necessary for teachers to drop what they are doing, to approach or handle equipment . . . or where a call interrupts a sound transmission.

Executone removes both of these contingencies. Through-the-speaker calls, for brief conversations, can be answered by the teacher from any point in the room—without raising her voice. And use of the optional handset channel for longer conversation prevents interference with concurrent sound programs.

Prevent confusion and panic in emergencies

Leading administrators have long felt the need for greater control of student bodies in emergencies. They seek alarm signal facilities to augment standard fire alarm systems—for such special contingencies as air raids. To control student movements in critical situations, they wish to make it possible for any staff member to broadcast voice instructions—without having been trained in the use of sound equipment.

In the Executone system, the same components used to produce time signals will also provide supplemental alarms. Executone furnishes duplicate signal generators—for fail-safe standby duty. For follow-up voice instructions, after an alarm, a staff member need only touch the 'emergency' bar at the Executone console. This overrides all other transmissions . . . allows him to speak immediately to the entire student body.



Provide quality-controlled sound for audience activities

No audience facilities are so intensively used as those in the modern school. Auditoriums and gyms serve not only during the school day—but also for adult and community activities . . . for socials and special events. Sound reinforcement equipment must be designed to high standards. And controls must be efficient. Conventional microphone mixing units—because of A-C power, ventilation and space needs can seldom be situated where they do most good.

An Executone system provides not only sound reproduction of highest quality, but also new flexibility in the location of controls. Transistorized preamplifiers and mixers are compact enough for concealment anywhere . . . have no special installation requirements.

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APRIL

2–7, Assn. for Childhood Education International. At Omaha, Neb. Ex. sec.: Alberta L. Meyer, 3615 Wisconsin Ave., N.W., Washington 16, D. C.

4–7, American Industrial Arts Assn., Inc. At St. Louis, Mo. Ex. sec.: Kenneth W. Brown, P.O. Box 2626, Buffalo 26, N. Y.

4–7, National Catholic Educational Assn. At Atlantic City, N. J. Ex. sec.: Rt. Rev. Msgr. Frederick G. Hochwalt, 1785 Massachusetts Ave., N.W., Washington 6, D. C.

10, Child Study Assn. of America. At New York City. Ex. dir.: A. D. Buchmueller, 9 East 89th Street, New York, N. Y.

18–21, American Assn. of Collegiate Registrars and Admissions Officers. At Miami, Fla. Sec.: Hattie Jarmon, Education Training Division, I.C.A., Washington 25, D. C.

19–22, Educational Film Library Assn. At New York City. Ex. sec.: Emily S. Jones, 250 West 57th St., New York, N. Y.

23–29, Department of Audio-Visual Instruction. At Miami Beach, Fla. Ex. sec.: Anna Hyer, 1201 16th St., N.W., Washington 6, D. C.

24–28, American Institute of Architects. At Philadelphia, Pa. Ex. sec.: Edmund R. Purves, 1735 New York Ave., N.W., Washington 6, D. C.

26–29, Institute for Education by Radio-TV. At Columbus, Ohio. Ex. sec.: I. Keith Tyler, 154 North Oval Drive, Columbus 10, Ohio

26–29, National Assn. for Gifted Children. At New York City. Ex. dir.: Ann F. Isaacs, 409 Clinton Springs Ave., Cincinnati 17, Ohio

30, State Universities Assn. At New York City. Ex. sec.: Charles P. McCurdy, Jr., 1785 Massachusetts Ave., N.W., Washington 6, D. C.

MAY

1–2, National Assn. of State Universities. At New York City. Ex. sec.: Charles P. McCurdy, Jr., 1785 Massachusetts Ave., N.W., Washington 6, D. C.

2–4, American Society of Training Directors. At Philadelphia. Ex. dir.: Gordon M. Bliss, 2020 University Ave., Madison 5, Wisc.

3–5, National Assn. of Educational Buyers. At St. Louis, Mo. Ex. sec.: Bert C. Ahrens, 1461 Franklin Ave., Garden City, N. Y.

4–6, National School Boards Assn., Inc. At Philadelphia. Acting ex. dir.: H. V. Webb, 1940 Sheridan Road, Evanston, Ill.

5–6, International Reading Assn. At St. Louis, Mo. Ex. sec.: James M. McCallister, 5835 Kimbark Ave., Chicago 37, Ill.

JUNE

20–23, National Commission on Teacher Education and Professional Standards. At The Pennsylvania State University. Ex. sec.: T. M. Stinnett, 1201 16th St., N.W., Washington 6, D.C.

25–30, National Education Assn. Annual Convention. At Atlantic City, N.J. Ex. sec.: William G. Carr, 1201 16th St., N.W., Washington 6, D.C.

Data for Delegates—Atlantic City is an excellent place to combine work and play. Convention hall (where delegates will meet) is so large that Madison Square Garden could be placed in the main hall. Six miles of boardwalk are lined with many attractive shops on one side and amusement piers on the other. Eight miles of beach are covered with fine white sand. For evening entertainment there are first-run motion pictures, night clubs, and fine sea food restaurants. Deep sea and tuna fishing, or just a nice moonlight sail can be arranged at Capt. Starn's Inlet Pier. Average June temperature—70°.

Circle **OV-213** on reply card, last page

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WRITE FOR CATALOG E. H. Sheldon EQUIPMENT COMPANY MUSKEGON, MICHIGAN

LATE NEWS

For further coverage, see pages 85–95.

NUMBERS TELL THE STORY: Two reports just released complement each other in showing the gradual direction of the integration issue. George Gallup's American Institute of Public Opinion revealed that 76 percent of Southerners answered yes to the question "Do you think the day will ever come" when integration will be complete in all public facilities. Four years ago, only 45 percent answered yes to the same question.

Meanwhile, the Census Bureau reports that only 52 percent of the nation's Negroes live in the states which formed the Confederacy of 1861. Fifty years ago, the figure was 81 percent. All states except Arkansas, Mississippi, West Virginia, and Wyoming saw increases in their Negro population. The most dramatic increases between 1950 and 1960 were in California (90 percent), New Jersey (63 percent), and Illinois (61 percent). New York leads all, however, with an increase of a half-million Negroes.

Some of this evidence is behind President Kennedy's strong statements in favor of quickened, peaceful integration in public and private housing, government employment, and all levels of education. The national nature of the integration problem is becoming more clear this month, as the New Rochelle (N. Y.) school board formulates, under a federal court order, an integration plan of the "neighborhood" all-Negro Lincoln Elementary School; and Methodist-run Duke University in Durham, N. C., prepares to admit its first Negro graduate student next September.

Kennedy's telegram to the Williamsburg conference of the Commission on Civil Rights made the position of the executive branch clear: "This is no time for schools to close for any reason, and certainly no time for schools to be closed in the name of racial discrimination." These words, plus his special tribute to New Orleans educators working for integration, were responsible for the stop-gap pay plan for teachers in two integrated schools in that city.

Attorney General Robert Kennedy also dropped charges against Louisiana's Lt. Gov. C. C. Aycock and State House Speaker Tom Jewell, allowing clearer heads to pursue peaceful integration and circumvent last-minute anti-integration measures passed by the legislature and signed by Governor Davis. The effect of the Attorney General's action is to give state Superintendent of Education Shelby Jackson a chance to effect a working relationship with the New Orleans School Board during this interim cooling-off period.

Meanwhile, New Orleans superintendent Dr. James Redmond announced his resignation, effective July 1. Dr. Redmond leaves his $23,500-a-year job after eight years and 37 court cases, all involving integration. Dr. Redmond has been mentioned for positions in Houston and Chicago, both paying $30,000 a year.

Elsewhere, the Ku Klux Klan is entering the school integration issue. Hooded men threatened death to Baton Rouge school board members who voted to fight Gov. Davis' plan to pack their group. In Atlanta, where integration will begin later this year, Klansmen have been holding meetings and distributing hate literature (anti-Semitic and anti-Catholic, as well as anti-Negro) in an effort to weaken pro-integrationist strength. At a recent meeting, Roy Harris, head of the Georgia State's Rights Council, denounced Governor Vandiver's abandonment of massive resistance and endorsed an ad hoc segregationist group called Georgians Unwilling To Surrender. Pressures in that city are beginning to mount considerably on both sides; many observers feel the course of integration will be finally decided on the Atlanta battleground.

* * *

SPACE PACE: "The pace of our space program cannot continue, much less accelerate, without the enthusiastic support of the country's educational institutions at the elementary, secondary, and undergraduate levels."

Speaking before the Chicago Conference on Higher Education, James E. Webb, director of the National Aeronautics and Space Administration, added that the government space program needed not only the special help of university experts, but "requires an understanding of our objectives and their implications by the nontechnically oriented citizens of the country." (See "Countdown in Education," p. 41.)

* * *

AASA FAVORS KENNEDY BILL: Close to 8000 educational leaders from 20 states attended the St. Louis meeting of the American Association of School Administrators and heard their leadership put the group squarely behind the President's aid-to-education proposals.

AASA President Forrest E. Connor put his 12,000-member organization "on record in favor of general federal participation in support of public education" and specifically "for Mr. Kennedy's school support program." Dr. Conner revealed that the AASA legislative committee had already met with the President and HEW Secretary Ribicoff to pledge ASAA support.

Following an ASAA leadership briefing session, Dr. Conner released his statement. It also contained a plea for federal help for the community college movement and a warning to Congress to steer clear of "categorical grants," such as NDEA now provides. That type of grant is "expensive to administer, fraught with distasteful controls, complicated by federal red tape, and a major roadblock to the [balanced] curriculum," the statement said.

Participants at this convention were shocked to learn that Wendell Godwin, Topeka superintendent for ten years, had been fired by his board without any advanced warning. Godwin, an AASA executive committeeman for the past five years, hurriedly left the convention Monday morning to return to his post.

The St. Louis meeting was the second of three regional conventions. The first, held in San Francisco two weeks before, was more sparsely attended (about 5000), plagued by airline tie-ups, and successful more in the small working groups than in its plenary sessions. The last meeting is being held in Philadelphia (and after this issue's deadline).

* * *

PEACE CORPS: President Kennedy's much-heralded Peace Corps has emerged from the talking stage into reality, receiving mixed reactions here and abroad.

The Corps is set up to recruit young Americans for service in underdeveloped nations of the world. The President hopes to have 1,000 Corpsmen serving abroad by the end of 1961. Greatest number would be in education, including vocational training and the teaching of reading and writing; in development projects for agriculture, industry, schools, and roads; and in the improvement of health through nursing and sanitation.

Although several leading Nigerian newspapers have described the project as a "suspicious American plan . . . to plant spies all over Africa," Governor General Nnamdi Azikiwe, placed the first specific request for Peace Corps services.

R. Sargent Shriver, Peace Corps director, says tentative requests have also come in from a dozen countries in Asia, Africa, and Latin America. Indian Prime Minister Jawaharlal Nehru has voiced full support of the Peace Corps idea.

U. S. student reaction is split. Many students resent the exclusion of draft exemption provisions, saying the Corps would be attractive *instead of, not with,* military service. The two or three years in the Peace Corps, a two-year service hitch, and two or more years of graduate study would mean "loss of too many good years," this group feels. Nevertheless, Shriver's office is still receiving applications in record numbers from older people, as well as students.

College and university administrators are more enthusiastic. The Association for Higher Education, at its annual meeting in Chicago, strongly endorsed the plan. "We recommend that the federal government invite colleges and universities into full partnership in the formulation of plans for the Peace Corps," a resolution reads in part.

Meanwhile, Fairleigh Dickinson University, Rutherford, N. J., will give six graduate academic credits and twelve undergraduate for one year in the Peace Corps.

* * *

ADMINISTRATIVE BOOM: Public school administration—not teaching—is attracting students with advanced degrees to elementary and secondary school education, reports Evart W. Ardis, director of the bureau of appointments and occupational information at the University of Michigan.

Demands for U-M graduates for school administrative jobs have almost doubled since 1957–58, Ardis says.

Superintendents, business managers, and principals are sought, but the largest demand is for highly specialized administrative and service positions: school psychologist, diagnostician, curriculum director, personnel director, research director, and director of audio-visual services.

Ardis adds that many experienced teachers also leave the classroom for the central office in order to get higher salaries. Some schools are now pushing for a master teachers' salary schedule in subject areas to keep top teachers in class.

* * *

WHAT'S IN A NAME?: A Commission on Inquiry, called by the New York City Board of Education, heard sharp exchanges at its first meeting between union representatives and an NEA spokesman.

David E. Feller and Henry Mayer of the United Federation of Teachers, AFT, urged a single system-wide collective bargaining unit for all teachers as members of the same "craft." The NEA's Eric Rhodes countered that the term "craft" is "revolting," adding that teaching is a "profession." The issue still stands, with more meetings planned.

* * *

SHADES OF BUCKY FULLER: West Bethesda, Md., is breaking ground for a new high school featuring a gym topped by a geodesic dome. Washington, D. C., architects McLeod and Ferrara, aided by Educational Facilities Laboratories, planned the structure. The gym covers 35,800 square feet of floor area, about 4,200 square feet more than a conventional cube design, and costs a half million, slightly less than a cube building.

* * *

NEW VISTAS: Junior colleges in the next twenty-five years hold the same potential for education that the high school held in the previous fifty, President Henry W. Littlefield told the American Association of Junior Colleges at their annual convention.

Junior colleges, Littlefield added, can knock down

the barriers to mass equalization of educational opportunity. They are also uniquely adapted to provide a steady flow of skilled labor to the economy.

He cautioned that programs must not be designed for high school graduates only, but also for adults entering new phases of their profession.

HEW Secretary Ribicoff said junior colleges should provide terminal two-year programs of higher education, transitional programs for those who will continue at a four-year college, adult academic or vocational education, and technical training for those new to skilled vocational and sub-professional careers. Ribicoff added that junior colleges help take pressure off colleges and universities which are expanding upper level training, graduate work, and research.

At present, there are slightly more than 600 junior colleges in the country, about two-thirds of them public, enrolling 900,000 students. By 1970 junior college leaders hope to expand to 1,000 two-year colleges enrolling 2,000,000.

Sen. Clifford Case (R-NJ) told the AAJC he would launch a hard fight this year to obtain emergency federal aid for construction and expansion of junior colleges. Case praised Kennedy's education program, but called the junior college problem serious enough for special attention.

Sister Jerome Keeler, dean of Donnelly College, Kansas City, Kan., said many midwest junior colleges began as adjuncts to a high school, sharing facilities and staff.

"We must break away from this concept," Sister Keeler declared. "The junior college . . . must get onto its own campus and insist on high levels of teaching and academic standards."

Strong sentiment was expressed at the meeting to do away with the term "junior college," as it connotes something less than top-quality. A large number of delegates would like to see the term "two-year" replace "junior" and "community."

* * *

HIDDEN LOSSES: Fewer than three-quarters of last year's college graduates who were trained to teach entered the profession, National Education Association reports. Those who did accounted for about half the number of new teachers employed in 1960–1961. The other half, NEA said, were either untrained or were former teachers returning to the profession.

NEA says teacher salaries will total $8.2 billion this year. Maintaining the status quo in the next four years will require 218,000 more teachers, bringing salaries up to $11.6 billion. If teacher salaries rise, the total four years from now could be $18.7 billion, the national teacher organization claims. And, if the pupil-teacher ratio is reduced, the total would be $21.1 billion.

* * *

WALKING PAPERS: More than 12 percent of the nation's 8,170 school superintendents changed jobs last year, according to NEA. Of these, 169 were dismissed and 810 resigned, 63 "under pressure."

The five most frequently listed reasons for dismissal were poor community relations, budgetary problems, friction with the school board, disagreement with pressure groups, and poor relations with the teaching staff.

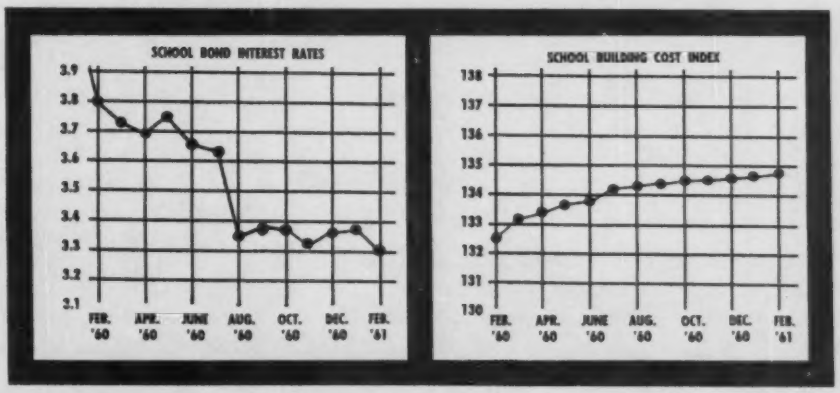
* * *

TEST PATTERN: Sen. Warren Magnuson (D-Wash) has introduced legislation for a nationwide educational TV network. His bill would give $1 million to each state to build stations and transmitters. William Harley, president of the National Association of Educational Broadcasters, testified to support the bill. The Senate has twice passed similar bills, which were then killed in the House.

* * *

FIERY TEXTS: The California State Department of Education, burdened with a glut of a million obsolete textbooks, burned 184,000 of them and raised temperatures at the State Board and the Legislature.

Dr. Roy Simpson, state superintendent, explains that ripping off covers and selling the books as waste paper is too expensive. Existing law prevents the state from giving them away. Indefinite storage is unthinkable. On the horizon: shipments of 6 mil-



BUILDINGS & BONDS: Interest rates dropped again in February to an average of 3.30%. Building cost index held steady at 134.9 (beginning this month, index is based on 1947–49 = 100).

lion new books to California schools.

The present dispute has fanned old coals of last year's issue: whether California should continue printing its own texts with leased plates or buy the whole text from publishers. That fire has barely died down.

* * *

CLASSROOM REVOLUTION: "A sweeping revolution in instruction" is now going on in U.S. classrooms, Dean J. Lindley Stiles, University of Wisconsin school of education, told the American Association of Colleges for Teacher Education in Chicago.

Stiles warned, "New electronic aids loom as a threat to many teachers, particularly to those who have taken their mission casually and who are still employing 19th century instructional procedures."

The current emphasis on research, Stiles said, helps give educational programs a more solid foundation than they've had in thirty years.

William G. Carr, NEA executive secretary, urged teachers and professors to "declare a truce." "The cold war between scholars in subject fields and the so-called professional educators takes its most wasteful form in teachers' colleges."

AACTE president Henry H. Hill, of George Peabody College for Teachers, warned that the pattern of financial support is forcing public higher education to continue indefinite expansion, while private higher education is restricting its growth.

Rev. Theodore M. Hesburgh, president of Notre Dame University, singled out "survival" as the basic concern of private colleges. They now enroll only 40 percent of all college students and may handle only 20 percent by 1971.

* * *

CUT RATE: Tuition for teachers attending summer sessions at the University of Chicago's Graduate School of Education has been slashed in an effort "to help practicing teachers and administrators achieve a higher quality of education." Dean Francis S. Chase says the reduction of more than 30 percent will be given to practicing teachers, students in the department of education, or those who will begin teaching this fall.

* * *

FAIR WEATHER: When the New York World's Fair opens in 1964, it will feature a "magnificently designed pavilion . . . occupying a beautifully landscaped site" call the Hall of Education. A 17-man sponsoring committee, including Anthropologist Margaret Mead and Columbia Teachers College Dean John Fischer, plans to have commercial exhibits (at $50 per square foot per year) and educational demonstrations inside. Among the proposals to date: a school of tomorrow and education around the world.

* * *

FOR MINORS ONLY: A taxpayer who takes a student (grade 12 or under) into his household may declare an income tax deduction amounting to $50 per month times the number of months he's been the host. The deduction will make secondary student exchange programs more attractive.

The Internal Revenue Service announced this new deduction and noted that the student must not be dependent or related, must be living in the home under a written contract, must not be paying board and room, and must be enrolled in a qualified educational institution. (Reference: P.L. 86-779, IRB 1960-48, 18.)

* * *

BRAWNY ECONOMICS: School boards are more willing to pay a teacher extra money for coaching athletics than for doing any other task around a school.

The research division of the New Jersey Education Association, which looked into the matter, reports over 14,000 extra jobs done in New Jersey schools, with nearly half of them performed by teachers without extra pay. Even when given, extra pay averages less than $25 a month.

Nine out of ten teachers assigned to the athletic program rated extra pay; only two out of ten in non-athletic assignments were paid. Typically, teachers in boy's athletics get an extra $326 a year. Median extra pay for Jersey football coaches is $600; one head coach receives $1,750.

* * *

PAY HIKE: West Virginia legislators have sent Gov. W. W. Barron a $6.6 million teacher pay bill. His approval is virtually assured. The bill will give teachers a flat monthly increase of $20, plus add two weeks to their school year, bringing it to 180 days. West Virginians hope the measure will encourage good teachers to remain in the state. (See "The Schoolman's Job in a Jobless Town," p. 44.) The state senate passed the bill by 31-0; the house passed a revised and final version by 81-0.

* * *

POTPOURRI: Noting the steady influx of Spanish-speaking personnel in the maintenance field, the National Sanitary Supply Association has translated its bulletin on "Care and Maintenance of Asphalt and Rubber Tile Flooring" into Spanish. . . . Seventh graders grasped without any difficulty a radically new mathematics textbook introduced in Cincinnati's Withrow Junior High School. Trouble resulted when parents were baffled by the book. Instructor Donald P. Smith held special after-school classes for parents to explain what youngsters have been learning. . . . Milligan College in Tennessee has received the fifth annual Quality Improvement Award to a non-accredited college made by the United States Steel Foundation. The award is worth $25,000. . . . Research grants by the National Institutes of Health have boomed from $1 million in 1946 to $452 million in fiscal 1961. . . . E. I. duPont Co. has just awarded $1.4 million to 159 colleges and universities in its annual aid-to-education program.

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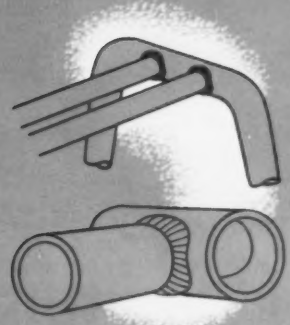

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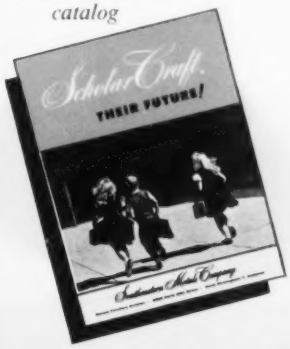

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SEARCHING THROUGH RESEARCH

The Search For Creativity

IN THEIR search to expand the meaning of "giftedness," Educational Psychologists Jacob Getzels and Philip Jackson suggest that "if we recognize that learning involves the production of novelty as well as the remembrance of course content, then measures of creativity as well as the IQ might become appropriate in defining characteristics of giftedness."

Certainly creativity is looked on currently as one of the nation's most important human resources, on a par with and probably akin to intellectual ability. How can we discover it in children? How can we develop it in teachers, for isn't the art of teaching a creative one? How do we cultivate it in ourselves in order to bring new ideas and fresh approaches to solving educational problems? Luckily there has been a good amount of research and study which we can employ in modern creative processes. Let us look at some of it.

At the University of Southern California, Psychologist J. P. Guilford has headed a research program for the United States Navy with a release of forty-two project publications during the past ten years, much of it dealing with the identification of creativeness. Titles such as *A Factor-Analytic Study of Creative Thinking* and *A Factor-Analytic Study Across the Domains of Reasoning, Creativity, and Evaluation* suggest that a reasonable identification of creativity might be available.

In Buffalo, New York, the Creative Education Foundation, founded by Alex Osborn, has been at work to establish a methodology in the field of creativeness. Successful techniques in the germination of new ideas have led to six Creative Problem-Solving Institutes, co-sponsored by the Foundation and the University of Buffalo. The roster of 221 participants in the sixth annual institute held last June indicates the scope of acceptance by business, labor unions, school systems, and governmental agencies.

Courses in creative thinking have started on many campuses including the University of Akron, Balwin-Wallace College, New York University, and Temple University. The Harvard Graduate School of Business offers a marketing course that embodies creative problem-solving. Teachers College, Columbia University, sponsors seminars on creative thinking for teachers.

At the University of Pennsylvania, another kind of research has been undertaken. The late Dr. Viktor Lowenfeld, who was head of the University's art education department, was a student of the growth and development of children. In *Creative and Mental Growth* he wrote: "Creativity is an instinct which all people possess, an instinct with which we were born. It is the instinct which we primarily use to solve life's problems. The child would use it to express himself even if he were not taught to do so."

The basis for research in Lowenfeld's study of creativity was the child's natural function of growth and development. Art is the *modus operandi* for creative expression advocated by this discipline; but he points up that once creativeness unfolds, it can be used in other fields of endeavor. Out of his research he established criteria in the development of basic sensitivities essential to the creative enactment by a child.

An analogy can be made between creativeness and reading readiness. In a reading readiness program a teacher develops the necessary sensitivities for reading; and sometimes gradually, sometimes rapidly, a child develops the ability to read. Teachers are taught how to develop reading readiness in a child. Perhaps the same should be true in the field of creativity. Only with a foundation based

By Carroll Biggs, research assistant with the Metropolitan School Study Council, Teachers College, Columbia University.

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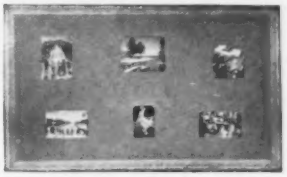

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Research (continued)

on knowledge of available research can a staff member provide better opportunities for creativeness in his classroom. As Lowenfeld points up, there will be creativity even if it is not taught; but would we treat reading in such a haphazard manner? Some children would learn to read with little or no instruction, but many others would flounder helplessly. A definite curricular improvement would result as the creative experience is interwoven into the fabric of the child's academic pursuit.

It is difficult to overestimate the potential value of a methodology in creativity for adults in the profession. How could a program originate? A creative climate is fostered where people are encouraged to create new ways and means to solve problems. Osborn's methodology affords social sanction to open-mindedness. "Brainstorming" as a technique for stretching the professional's imagination in the solution of pressing problems certainly has merit today for teaching and administrative leadership.

In Ohio, for example, a recent school management institute was held which ignored and modified some deeply ingrained educational traditions, among them the custom of preparing educators only on college campuses or in meetings with other educators. The result was a jointly sponsored conference patterned after those held by the American Management Association.

First venture of the Ohio institute was school management improvement through an effective appraisal program for administrative and supervisory positions. Representatives from industry and education spent five days demonstrating appraisal techniques and procedures successfully employed by leading schools and business firms. Participants were enthusiastic. A follow-up study indicated that a large number of participating schools initiated appraisal programs following this meeting.

One school system recently selected an elementary building site by using modifications of the brainstorming technique. The location selected had not been given serious consideration until a member of the board of education suggested it in a group ideation meeting. Easy access and student safety made the site selection economically and educationally sound. Without the brainstorming session, a preconceived "best location" would have cost the taxpayers of the district several thousand dollars for driveways and other incidentals which were not necessary in the new location.

Basic to any venture in the improvement of creative opportunities for students in school and for administrative, supervisory, and teaching personnel is the research available. Dr. Guilford's research at the University of Southern California would be invaluable as background for the establishment of college experience in creativity for educators. Combining this identification research with a thorough presentation of Lowenfeld's attitudes and philosophy toward the growth and development of children

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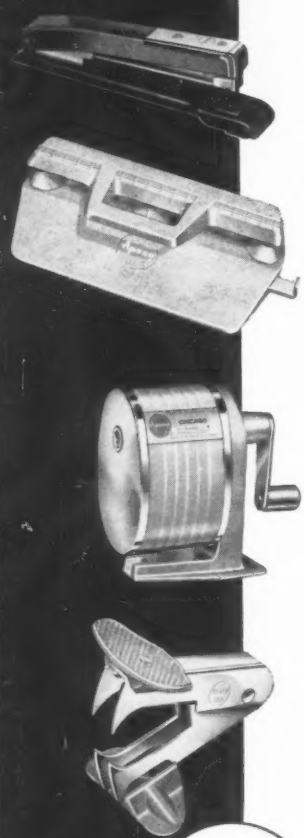

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would provide school staff members with a substantial background in the field of creativity. One pertinent finding pointed up by Guilford is that college graduates are able to do assigned tasks with a show of mastery of the techniques they have learned. However, they are much too helpless when called upon to solve problems where *new* paths are demanded.

Perhaps the most valuable contribution of the Guilford research would be the actual utilization of portions of the testing program employed for the identification of creative potential in individuals. The techniques used for testing members of the United States Navy for creative ability could have tremendous implications for educators on all levels. Just as creative ability is necessary for leadership in the armed forces, it is also necessary for classroom and educational administrative leadership. A major problem in education today is the identification of potential administrators among the teaching staff.

For its current study on the non-graded elementary school, the Metropolitan School Study Council, 525 W. 120 St., N.Y. 27, N.Y., requests the names and addresses of administrators of these schools from whom additional information may be secured. Correspondence should be marked for the attention of Mr. Carroll Biggs.

Dr. Sidney J. Parnes, while Director of Creative Education at the University of Buffalo, published *A Compendium of Research on Creative Imagination* which presents brief reports of thirty research studies concerned with the identification and development of creative ability. In the introduction he stated, "Dr. J. P. Guilford, ex-president of the American Psychological Association, examined the index of the *Psychological Abstracts* from its origin until approximately 1950. Of some 121,000 titles listed, he found only 186 which definitely bore on the subject of creativity." The thirty recent studies listed and reviewed by Parnes indicates the increased research activity in the creative field and an end perhaps to an empirical view of creativity. We in education should profit from this expanded research activity. ●

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CLOSE-UPS

Ambrose Caliver

A MODEST, SOFT-SPOKEN man in an unpretentious Washington office probably has more to say than anyone else about the future of adult education in this country. For Dr. Ambrose Caliver, chief of the Adult Education Section of the U. S. Office of Education (and also president-elect of the Adult Education Association), the position presents another big challenge in a life that has been filled with challenges—and successes.

Dr. Caliver has spent thirty years in the Office of Education. He is the first to hold his present position, being assigned to it when the Office formed a special section on adult education in 1955. For twenty-five years prior, he was in charge of programs for Negro education—again the first to be given sole responsibility for this work.

Status for adults, too.

In those days the time was not yet considered ripe for desegregation. Efforts of the Office of Education and other groups were aimed at equalization of separate facilities for whites and Negroes. In his research, Dr. Caliver compiled a vast array of data which vividly portrayed inequalities in education for Negroes. The result of much of his work was reported at national conferences on Negro education, on a series of radio shows on the Negro in America, and in articles and books. It was also used as a basis for the 1954 Supreme Court desegregation ruling.

Such pioneering was hardly new to Dr. Caliver. The son of poor Virginia farmers (his father died before he was born) he had to fight his way up all his life—but determination is one of Dr. Caliver's outstanding characteristics.

Once he makes a decision he follows through regardless of the effort involved. "There hasn't been a single major idea I've had that I haven't been able to implement—if not wholly, at least partially," admits Dr. Caliver with candid pride, "though it's taken as long as ten years to get some of the things done."

Dr. Caliver received a bachelor's degree from Knoxville (Tenn.) College and then attended Tuskegee Institute, where he met George Washington Carver. The two remained close friends until Dr. Carver's death in 1943. Dr. Caliver received his master's degree from the University of Wisconsin and his doctorate from Columbia Teachers College. He taught in and administered Negro high schools in Tennessee and Texas before going to Fisk University in Nashville in 1917. Dr. Caliver spent thirteen years at Fisk, as instructor, director of the summer school, and finally dean of the University (first Negro to hold that position) before taking on the challenging assignment in Washington.

Dr. Caliver has formed some definite views on education in his sixty-seven years. He believes that education is not an end in itself but the process by which we develop ourselves and achieve our individual goals, and that this is just as true for adults as for children. "Adults continue to grow as long as they live; they grow well and fruitfully in direct relation to the extent that edu-

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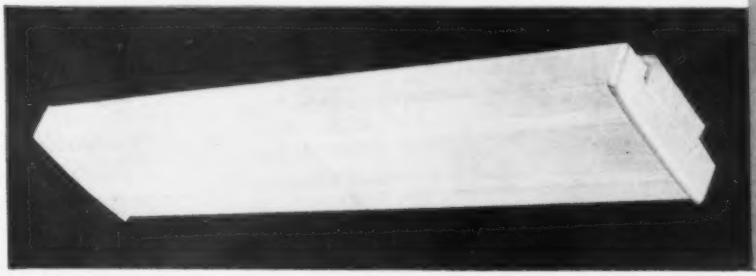

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Close-ups (continued)

cation is applied in their lives."

A big problem Dr. Caliver finds in adult education is its status of stepchild. "We hope to change this so that education-throughout-life will be considered essential for these changing times." Dr. Caliver's goal is to make adult education a fourth area of the educational enterprise, sharing equal status with elementary, secondary, and higher education. Right now he's concerned with the more immediate goal of bringing some kind of order out of what he describes as the "amorphous" field of adult education.

Oscar Edinger

OSCAR H. EDINGER, JR., newly-installed president of the American Association of Junior Colleges, has infinite faith in the two-year college. He warns, however, "it is *not* a panacea for all of higher education's ills."

Fifty-seven-year-old Edinger, president and district superintendent of Mt. San Antonio College in Walnut, Calif., has devoted nearly thirty years to junior college work, as teacher and administrator. In the early 1930's, when Edinger joined the faculty of Pomona (Calif.) Junior College as instructor in life sciences, junior colleges were few and far between. They enjoyed no status, were generally part of a continued high school program, and were not accredited. But Edinger saw their long-range possibilities and decided to remain with them.

He entered administration in 1936 as assistant director of Pomona in charge of student personnel and curriculum. His wartime service took him to Panama and Okinawa as an Air Force entymologist. After the war he returned to Pomona as veterans' counselor.

In 1946 Mt. San Antonio absorbed Pomona and named Edinger director of instruction. Ten years later he became its president. At that time the school's site was in a predominantly rural area in California's citrus belt, about twenty-five miles

(Continued on page 34)

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How Imaginative Engineering Provided Air Conditioning To Fit A School Budget

Must school air conditioning always be "too expensive"? Perkins & Will, Chicago architects and engineers, didn't think so last year when they designed suburban Homewood-Flossmoor High School. Without exceeding the school budget, they provided an air conditioned area large enough for complete summer sessions, including 15 classrooms, the library and all administrative offices. Actually, cooling for 25,000 square feet added less than 3½% to normal building cost — less than $4 per square foot of cooled area.

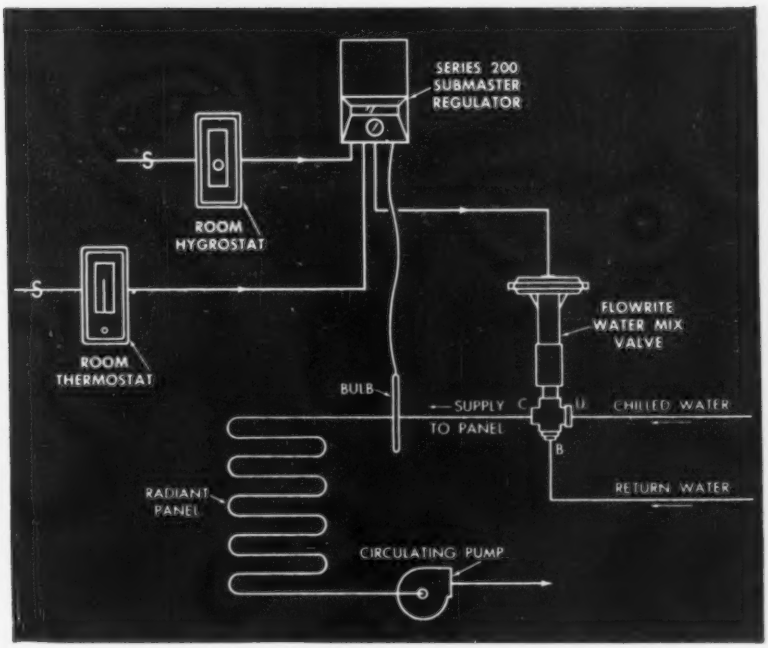
Homewood-Flossmoor High School, Flossmoor, Illinois. Air conditioned section (center) connects to other school facilities by glass-enclosed passageways.
Architects and Engineers: PERKINS & WILL, CHICAGO
Mechanical Contractor: THE ECONOMY PLUMBING AND HEATING CO. OF CHICAGO.

Perkins & Will team of architects and engineers works out details of the cooling system design features and controls for the Homewood-Flossmoor school. From left to right are F. Philip Brotherton, Designer and Project Architect; Rudolph J. Houkal, Chief Mechanical Engineer, and Edward C. Colin, Chief Structural Engineer.

How it was done

Perkins & Will grouped all rooms where both heating and cooling were desired into one section of the school. An interesting design feature is the core of 15 classrooms, surrounded on all sides by other rooms. The fuel savings realized from this "insulated" core help defray the added expense of cooling the entire summer school section. The engineers concentrated all mechanical service equipment beneath this section to eliminate long air conditioning channels. Double ducts and automatic controls were carefully designed for easy switchover to cooling and to take full advantage of tempered return air and outside air during spring and fall seasons.

Circle **OV-224** on reply card, last page



Ceiling Panel Condensation Control

To back up the mechanical efficiency it so carefully designed into the heating, cooling and ventilating system, the Perkins & Will firm specified a Powers system of pneumatic temperature control, including the important dew point control which acts on the chilled water auxiliary cooling used in rooms exposed to the outside. This control (see diagram) utilizes a Powers Water Mix Valve on the ceiling panel chilled water supply and a low limit Submaster Regulator. The Powers Hygrostat measures room humidity conditions and resets the low limit temperature to prevent condensation on panel surfaces, yet allows supply water temperature to be as low as possible for maximum cooling.

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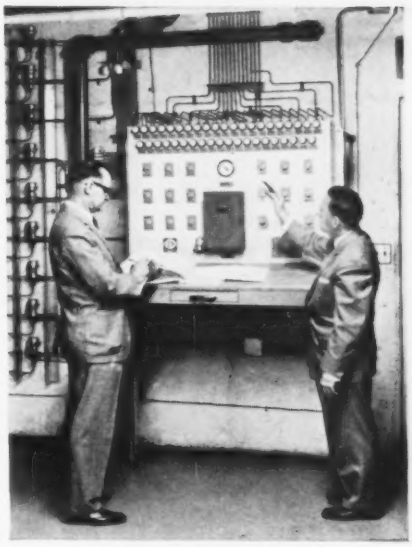

Homewood-Flossmoor Maintenance Superintendent William C. Drews (left), takes readings from the automatic Powers pneumatic control panel.

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Close-ups (continued)

east of Los Angeles. The area has become a heavily-populated suburb; the aviation and missile industry has replaced the citrus crop.

As a public junior college, Mt. San

Junior college pioneer.

Antonio takes in a prescribed enrollment area, in the same manner as a public high school district. Population in its 197-square-mile district rose from 50,000 (when the school was founded) to 400,000 this year. Enrollment, similarly, has jumped from 500 to more than 8,000 students representing more than a hundred high schools. Edinger hopes to enroll 5,000 day and 10,000 evening students and ultimately 7,000 day and 12,000 evening.

He feels this opportunity for adults to continue their education is one of the most important services a two-year college has to offer. "Many of our adults are working toward degrees," he says, "but many more are studying for the sake of self-improvement." This is in addition to the junior college's primary function of providing two-year terminal and two-year transitional education.

A native Californian, Edinger received his bachelor of arts from La-Verne College in 1931 and a master of arts from Claremont Graduate School the following year. He majored in entymology, took his teaching credits on the side, and was undecided whether to go into teaching or research. His desire to work with youngsters was the determining factor and he's never regretted his choice.

Candids . . .

Howard C. Seymour, formerly superintendent of schools at Rochester, N. Y., has been named superintendent of the Phoenix, Ariz., Union High School and College System.

James F. Redmond has resigned as superintendent of schools at New Orleans, La., effective July 1.

Merton L. VanSant has been appointed superintendent of schools in Gouverneur, N. Y., replacing **Frank W. Mason** who has retired after thirty-five years' service in New York State.

Chester D. Babcock, executive director, department of curriculum and instruction of Seattle, Wash., schools, is president-elect of the Association for Supervision and Curriculum Development.

Ralph Campbell, president of the National Institute of Labor Education, has been named dean of the Extension Division, Industrial and Labor Relations School of Cornell University.

John W. Harold, superintendent of schools in Cedar Falls, Iowa, will become executive secretary of the Iowa State Education Association in July, succeeding **Charles F. Martin,** who will be associate secretary and consultant.

James D. Logsdon, superintendent of Thornton Township High Schools and Junior College, Harvey, Ill., is the new president of the National Association of Secondary-School Principals.

R. Daniel Chubbuck, superintendent of schools at Darien, Conn., will be Dana Professor of Education at the University of Bridgeport next year.

Charles J. Slanicka, formerly of the United Glass and Ceramic Workers, has joined the staff of the Department of Labor Education, Pennsylvania State University. **Elwood Kepley,** director of education and research, and **Joseph Burke,** co-president, Pennsylvania AFL-CIO, have been added to the advisory committee of the same group. ●

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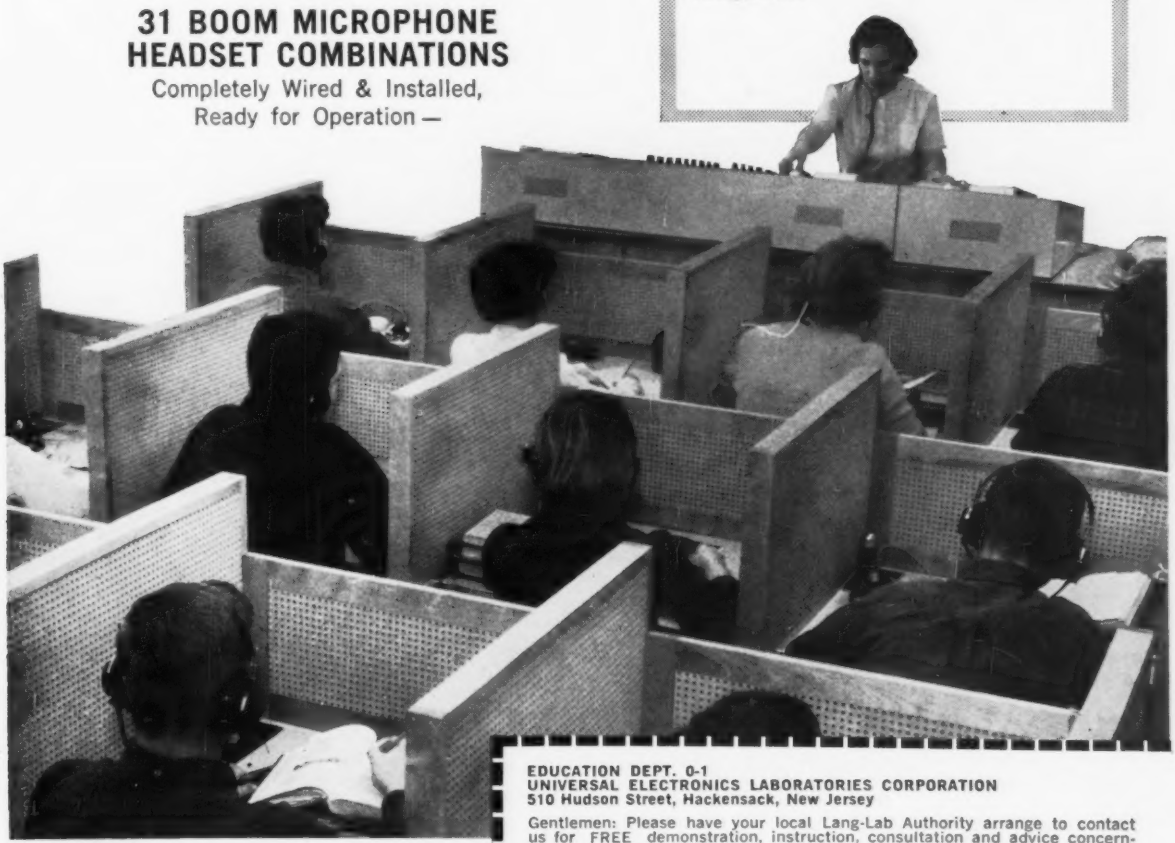

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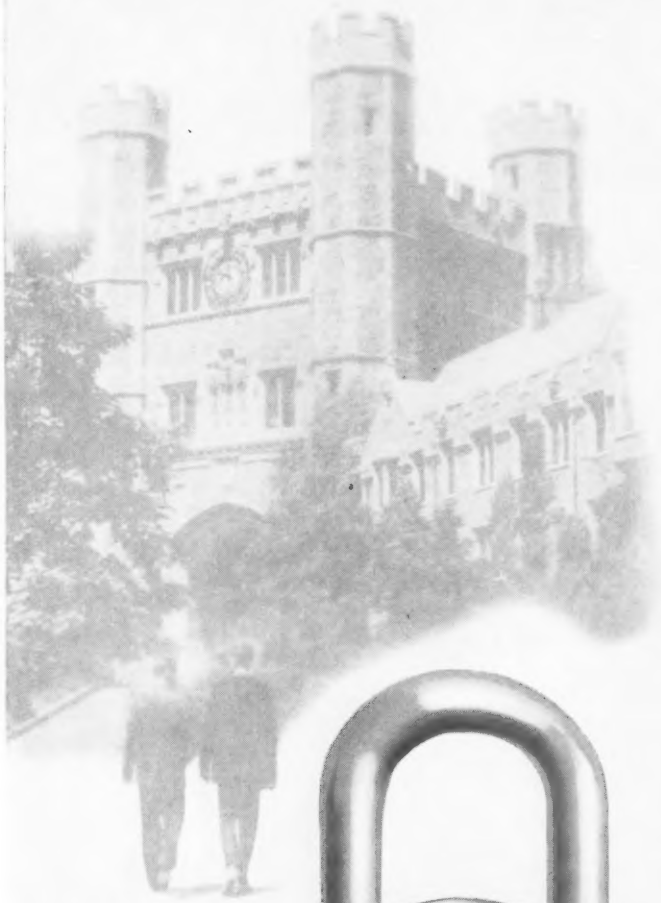

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From Washington

Backstage with The Kennedy Bill

TEACHERS FROM the fifty states converged on Washington last month for a conference called on very short notice. President Kennedy's $5.6 billion legislative program for federal aid to education was in trouble.

Officers of state teachers' organizations were hurriedly summoned to the Capital by the 700,000-member National Education Association for a weekend briefing on the President's school bill and a short course in lobbying techniques. The target was the House of Representatives.

"The prospects for legislation are better than ever," said Dr. James McCaskill, assistant executive secretary in charge of federal relations, "but for that very reason the opposition is going to be fighting harder than ever before."

No great difficulties were expected in the Senate. Last year it approved federal grants for school construction or teachers' salaries on a scale more generous than that proposed by Mr. Kennedy. But the House, which will not bring the school bill to a vote until late spring or early summer, is another matter. The agonizing count and recount of prospective votes have already begun.

"Right now, I'd say we were eight votes short of passage in the House," a high administration official told this reporter, and his comment indicated how closely strategy is being mapped.

Fabian Bachrach

Frank Thompson (D-NJ) introduced bill into House where it faces stiff fight.

The House has always been the stumbling block in school aid legislation. Last year it passed a classroom construction bill for the first time, but there is strong opposition to the idea of grants for teachers salaries—a central feature of the administration's program.

Furthermore, the President's un-

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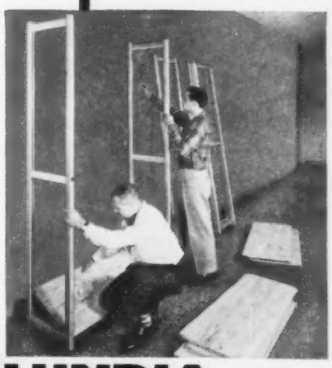

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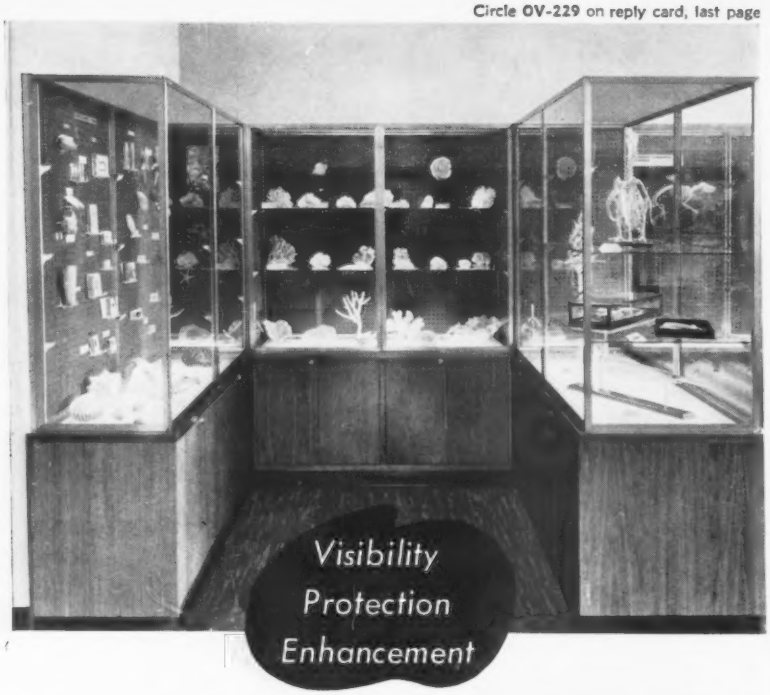

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Washington (continued)

equivocal stand against aid for private and parochial schools is likely to prove particularly troublesome in the House.

"Opposition groups are going to make every use of this issue to kill the legislation," Dr. McCaskill declares.

Against this backdrop, the NEA and other groups favoring federal aid to education will be working hard in the coming weeks to mobilize massive grass-roots support. Legislators have grown leery of organization mass-mailings obviously prompted by "clip-out-and-mail-to-your-Congressman" appeals, but are always impressed with the personally composed letter from a constituent.

Congressional friends of school aid are frank to admit that spontaneous public interest in education legislation has been disappointing. Opinion polls continue to show that substantial majorities of the nation's citizens favor federal assistance to meet school needs, but—perhaps weary of the battle—the people haven't been sending the word to Washington.

While efforts to do something about that continue, some members of the administration are thinking along less publicized but perhaps more practical lines. The education program has been assigned top priority by the President, and he has impressive means of persuasion at his command—favors he can dispense, pressures he can exert. It is a rare Congressman whose district would not benefit from a new highway or bridge or whose constituents do not include one worthy of a postmastership or a seat on a federal bench. All of this will be kept in mind when the possible votes are tallied.

The term "pork barrel" used to be a staple of high school social studies units on the legislative branch of the Federal Government. The dictionary identifies it as "U. S. political slang." It is also U. S. political reality, and while the term has gone out of vogue, the practice hasn't. When all the votes are counted in the House, it, along with other Presidential pressures, may have provided the margin of victory for a $5.6 billion program of federal support.—ERWIN KNOLL.

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COUNTDOWN in EDUCATION

The scientific demands of the space age are forcing educators to cut the time it takes new knowledge to reach the classroom

by Hugh Dryden

IN 1828 AN Ohio school board said in response to a request to use its schoolhouse for a debate: "You are welcome to use the schoolroom to debate all proper questions, but such things as railroads and telegraphs are impossibilities and rank infidelity. There is nothing in the word of God about them. If God had designed that His intelligent creatures should travel at the frightful speed of fifteen miles per hour by steam He would have foretold it through His Holy prophets."

The speed of Pioneer V at burnout of its rocket motor was 24,869 miles per hour, or nearly seven miles per second, or eighty-five times the speed of a jet transport—one and a half minutes from Washington to Chicago. Propelled at Pioneer V speed, an object could reach our nearest neighbor, the moon, in eight hours and Mars in eighty-one days.

The implication for education in this contrast is obvious enough. With the launching of the space age, educators must expect, more than ever, to be continuously confronted with new ideas. The speed of their reaction to new ideas will become crucially important.

The explosive growth of science and technology which has brought us this far into the space age has been spawning new ideas for some time. The launching of Sputnik I merely accelerated the tempo of change in engineering education which began during the last war with the development of radar and nuclear energy. At that time there were few engineers who knew enough about the scientific advances to exploit them. Engineering developments in fields hitherto unexplored were necessary. Science and engineering became intermingled in a new breed of engineers: physicists and chemists who had absorbed engineering knowledge, and engineers who had become knowledgeable in nuclear physics and chemistry.

The best qualification that this new nuclear engineer could possess—and the same has proven true in aeronautical and guided missile engineering—was a thorough knowledge of mathematics, physics, and chemistry.

It is clear that an engineer who understands the principles of heat transfer and is familiar with the experimental data on the physical constants can apply his knowledge to new situations in new technologies, to the cooling of a radar transmitter tube, a nuclear reactor fuel element, or even a satellite and its equipment in the space environment. Less specialization, more up-to-date knowledge, and a greater integration of basic scientific principles underlying all engineering application have been found to be essential.

The post-Sputnik reëvaluation of engineering curricula has extended to the entire curriculum throughout all levels of our educational system, but particularly to the teaching of science. It has led to projects for revision of course material in math, physics, chemistry, and biology. Scientists and educators are working in collaboration on these revisions. The speedup of scientific development has highlighted the time lag between new information coming out of research and development laboratories and its incorporation in textbooks and classrooms. Fortunately, scientists have become as interested in improving the quality of teaching as educators have in updating the contents of courses.

Exploration of space is a continuation of the geographical exploration into unknown areas of the earth begun in the days of the Phoenician mariners 3,000 years ago. The New World, the polar regions, the ocean depths, the limits of the atmosphere have each in turn been the

temporary goal. Space is the newest frontier. The United States is devoting nearly a billion dollars this year to the exploration of space for peaceful purposes. Most visible parts of the program are the space-flight missions. But to carry these out, there must be a progressive development of launch vehicles and provision of a worldwide tracking and data-collection system to receive information by radio and television from the spacecraft. The whole enterprise must be supported by new scientific knowledge that is growing out of basic and applied research in almost every branch of science and technology, from magneto fluid dynamics to cosmology.

The task of exploring space will stretch the muscles and brains of man. It will test to the utmost our powers of enlisting the cooperation of not just the scientists and engineers but every element of our society which must, perforce, be a more enlightened society.

I RECENTLY VISITED a fifth-grade class in an elementary school within viewing distance of the McDonnell Aircraft factory in St. Louis. The children had learned at lunchtime that McDonnell had been given a contract to build the Mercury space capsule. When they returned to their classroom they crowded around their teacher and asked her: "Is it true that the McDonnell company is to build a spaceship that will carry a man around the earth?" "What is space like?" "Can you tell us about the X-15?" "How long will it be before we can send a man to the moon?" "Will a spaceship look like an airplane?" "What is a rocket?"

by Frank Sorenson

Fortunately, this teacher encouraged the children's interest in the project. She told them, "This is important news. Let's list your questions on the board so we can study them together as the days go by." She didn't say, as some earthbound teachers might, "Children, your questions are interesting but they have little to do with the lessons we are now studying. Let's turn back to our books and to the things we know about."

This exchange points up a truism that some educators have overlooked: aerospace education is not the exclusive domain of the university science or engineering department; it must begin in the elementary school.

But the earthbound teacher needs help. In this aerospace age, with satellites orbiting overhead, chimpanzees being launched into space and retrieved, and the first American Astronauts readying for takeoff, elementary and high school teachers are being asked searching questions by inquisitive youngsters. Fortunately, educators, with the help of aerospace agencies, are briefing them on the new knowledge—literally lifting their vision from earth to sky.

The briefing sessions are taking the form of in-service workshops (where teachers may earn extra credits in education), summer institutes (some of which offer tuition scholarships), and curriculum guides for aerospace-enriched instruction.

This summer, for example, Miami University at Oxford, Ohio will hold a Great Lakes Regional Aerospace Education Workshop set up for instructors who have had no advanced training in science or aviation. The five-week workshop is offering fifty tuition scholarships and will grant six semester hours of advanced undergraduate or graduate credit in education. Its purpose: to help teachers and administrators learn more about research in space travel and modern aviation. Like other workshops of its kind, this one has dual sponsorship; it will be conducted by the university in cooperation with the Division of Aviation for the State of Ohio, the Civil Air Patrol (civilian arm of the United States Air Force), and the National Aeronautics and Space Administration.

Workshops such as this generate plans for blending aerospace subject matter into regular instruction at the elementary and secondary school level. In some states—Michigan, Missouri, and Tennessee, for example—departments of education publish and distribute these plans to their classrooms.

A broader breakthrough in space education is in evidence this spring—broader because it directly involves young students as well as their teachers and administrators.

During the current spring semester, aerospace education conferences are going on in Pittsburgh, Denver, Las Vegas, St. Louis, Champaign, Cedar Falls, Boston, Washington, D. C., and Lincoln. Here thousands of students and teachers, still a little startled by their aerospace surroundings, are being initiated into the mysteries of the new knowledge.

Take the one at Lincoln, for example: the Second Annual Nebraska Aerospace Science Clinic, scheduled for April 20–21. This one is sponsored by the University of Nebraska (including the university's Arnold Air Society) with the Lincoln Public Schools. Cooperating with the two education systems are Lincoln Air Force Base, Nebraska Air National Guard, Nebraska Department of Aeronautics, the Nebraska Wing and Lincoln

Squadron, Air Force Association, and the Link Foundation. The audience at this two-day session will include 2,500 eighth- and ninth-grade pupils and 1,100 high school seniors and their teachers, 1,100 Air Force ROTC cadets, 150 business leaders, and 250 civilian and military members of the Lincoln Squadron of the Air Force Association—more than 5,000 persons in all. Deputy U. S. Commissioner of Education Wayne O. Reed, Lincoln Base Division Commander Colonel Thomas Corbin, air university specialists, advanced aircraft pilots, and local aerospace leaders will make presentations in line with the clinic's purpose: to step up local interest and knowledge of aerospace science.

Back in the classroom, meanwhile, a number of national organizations, both governmental and non-governmental, are helping to step up aerospace education. For example, the National Aviation Education Council, affiliate of the National Aeronautics Association, issues aerospace education literature for classrooms. One of their booklets, *Airspace Age Education,* lists free and inexpensive publications, charts, pictures, and films that can enrich and supplement instruction at all levels. Council's address: 1025 Connecticut Ave., N.W., Washington 6, D. C.

There are examples of education's aerospace command at work in higher education, also. A number of universities are working with the Link Foundation (established by Edwin Link, aviation executive and inventor of the Link trainer) on aerospace education research and development. The California Institute of Technology, Case Institute of Technology, the University of Illinois, Iowa State University, the University of Michigan, Ohio State University, the University of Pittsburgh, Rensselaer Polytechnic Institute, and Tufts University now have fellowships in aerospace aspects of psychology, medicine, engineering, geography, and administration. Each year on December 16, these fellows meet with an equal number of professors engaged in aerospace teaching and research and review advanced approaches to the nation's space development program.

The Air Force Association is another partner in the aerospace education movement. The AFA invites state education leaders to its annual conventions to hear of the latest aerospace concepts and programs. The Association's Aerospace Education Council, headed by NEA Assistant Secretary Lawrence Derthick, serves as the bridge between aerospace and state educators.

Three hundred state education leaders took part in the AFA's World Congress of Flight two years ago in Las Vegas. Significance of this contact of leading airmen and educators is pointed up by the action the educational team from Pennsylvania, headed by State Superintendent Charles Boehm, took on their return in programming a new emphasis on aerospace instruction into Pennsylvania's schools and colleges.

How can other educational executives follow this example? For those who are interested in a takeoff in space education I offer these suggestions:

Staff orientation. Initiate aerospace seminars and orientation programs for teachers and invite groups who can help develop an education program adequate to meet the space needs of the 1960's. The chain of communication, as is customary, should be from local administrator to chief state school officer to U. S. Commissioner of Education, with support from the state education association, teacher-training institutions, and the NEA.

Elementary school level. Encourage teachers to use aerospace ideas in curriculum enrichment—a reading table stocked with books on air and space, a current events bulletin board showing latest developments in space exploration—and to incorporate current aerospace topics in language, science, and geography classes. You might want to follow the suggestion of Dr. Willy Ley, rocket and space travel expert, and start an informal course in astronomy as early as the third grade.

Junior high school level. Continue curriculum enrichment with aerospace ideas and materials. You might follow the lead of some school systems who now offer a supplementary course on aerospace science to eighth-graders.

Senior high school level. Aerospace industries are the number-one employer today; they, along with the U. S. Air Force and other Armed Services branches, need a continuing flow of aerospace technicians and are looking to secondary schools to feed that flow with trained apprentices.

Higher education. Here the nation looks for the trained manpower necessary to achieve further progress in mastery of air and space. Such universities as the California Institute of Technology and the Massachusetts Institute of Technology have recently taken on aerospace research and development projects and the training of aerospace technicians. MIT President Julius Stratton has described the current university predicament: "What was once a steady flow of knowledge has become a flood threatening to engulf teacher and student alike." To gear his institution to this flood ("because we cannot foresee the progress or discoveries of tomorrow"), Dr. Stratton is stressing basic science in engineering in order to give prospective engineers a "thoroughly fundamental technical competence." Johns Hopkins University has taken a similar course in its school of engineering by consolidating the departments of aeronautics, civil, and mechanical engineering into a new department of mechanics in order to "integrate instruction and research in all aspects of the field of mechanics."

But the effectiveness of these school and college programs turns on the instructor. Teacher-training institutions must recognize that their graduates will soon be in classrooms working with young people who are interested in and remarkably conversant with the new dimensions of air and space. During the national countdown for space exploration, America needs the best of its teachers. ●

Mr. Dryden is deputy administrator of the National Aeronautics and Space Administration. Dr. Sorenson is professor of education at the University of Nebraska and chairman of the Link Foundation's technical assistance board; he has received numerous awards for his work in aerospace education.

UPI photo

The Schoolman's Job in a Jobless Town

"OUR BUDGET was cut to the bone and maintenance was the first item trimmed. We're proud of our schools—but it's getting harder to keep them in shape. . . ."

"We started night classes in welding. Forty-one men took the course. Thirty-nine got jobs out of the state; some took their children with them. . . ."

"Right now we're showing students how to set up their own small business or service. There used to be regular jobs waiting for our graduates. But those jobs are gone. . . ."

These are a few of the comments told to OVERVIEW during a spot-check of schools in depressed areas. In 100 communities—some, like Welch, West Virginia, with 29 percent of its work force standing idle—the schools are beginning to feel the deep impact of local depression. At every level of administration, schoolmen in these hard-hit cities are struggling to keep their schools open and efficient. With their civic colleagues, they are also trying to maintain local control and responsibility, although admitting that they can't make any real gains without some state and federal aid.

Are these communities in crisis? "Crisis is a strong word," one superintendent said. "We are not going to

The long, unmoving line.

close our schools. We are not going to lay off teachers. What we are up against is a growing collection of danger signs that spell trouble, small things that gnaw away at our operation. We all pitch in and see how we can stop these troubles from growing. But then, we look out the window and realize that our whole town may be dying. . . ."

Some are more optimistic. "We're *not* a dying county and we're *not* a dying state," says a councilman in Welch, seat of West Virginia's coal-rich McDowell County. Citizens committees, improvement groups, and "bootstrap" operations spring up every month. The people are hopeful of changing the course of recent history. But present statistics show little cause for optimism.

The McDowell County educational system was established in 1933 to serve about 20,000 students. Coal was in demand; a young man could quit high school and go into the mines to earn more than the teachers he left behind. In 1936, only 497 boys and girls graduated in a total enrollment of 24,000. But times have changed.

Last year, enrollment dropped back to 20,000. The mines are shut, railroad tracks are rusting, more stores are boarded up in downtown Welch. About the only figure that shows an increase is the number of graduates from county high schools: 898 last year. Right there is one key problem facing many schoolmen in jobless areas.

With fewer job opportunities awaiting them, students remain in school longer. In this, the children reflect the attitudes of parents, many of whom go back to school afternoons or evenings to learn new skills, meet friends, or "profitably pass the time." Yet, the drop in total enrollment (reflecting a drop in county population as workers move away in search of jobs) has meant a cut in state aid. This year, West Virginia slashed $250,000 from the MacDowell County appropriation, bringing state aid to less than $3 million. This is putting an additional strain on local ability to support nine high schools and 130 elementary and junior high schools.

One clear effect of this drop in aid is on teacher recruitment. Last year state colleges trained 1,492 young people as teachers; only 622 remained in the state to work. As one principal remarked, "West Virginia is a state of old teachers." Forty percent of the present teaching force is fifty years or older. Within the next decade, West Virginia will retire 4,500. Can the state attract young talent from outside its borders? "I don't see how," says a McDowell County observer. "The average West Virginia teacher earns $3,835 a year. He looks at his neighbor in Maryland, who gets $1,830 more; he looks at the fellow in Pennsylvania, who gets $1,396 more; he looks at the women in Ohio getting $1,237 more; he even looks at a Kentuckian, who gets $450 more. We are poor and we just can't compete. Here in Welch, with its chronic unemployment, the jobs in the schools go begging. Our people voted an additional levy to boost teacher salaries by $90 a month, pushing them a bit higher than the state average. But it is still too low to maintain a strong faculty. And local resources are beginning to run dry."

AT THE ADMINISTRATIVE level, the danger signs are already up. According to the State Education Association, eleven superintendents—or one out of five—changed jobs during the last school year.

In neighboring Pennsylvania, sixteen of the state's twenty-eight major labor markets are among the nation's depressed areas. Thirty years ago, 150,000 men worked the rich veins of anthracite at the rate of 70 million tons a year. Today, only 12,000 are on mine payrolls digging out less than 18 million tons a year. In Scranton, heart of the anthracite region, unemployment stands at 12 percent of the work force. Local industry has had a development board operating for fifteen years, mainly trying to bring diversified industry into Scranton to replace the loss in coal employment. Successes have been hard-won —and chronic unemployment remains.

The effect on the schools has been manifold. Again, the dropout rate has decreased, with more students remaining to graduate. However, more and more students are taking on part-time jobs before, after, and even during school hours to help support their families. According to Miss Bernadine Maher, guidance supervisor for Scranton schools, the administration has two serious problems to face.

First, the schools now carry those students who do not

OVERVIEW editors were assisted by Richard Ramella, education editor of the Welch, W. Va., Daily News, in the preparation of this report.

like school, who aren't capable of doing work at their grade level, or who have special disabilities and handicaps. They remain because "there isn't any place else to go." The usual problems of programming and counseling for these students have been greatly compounded.

Second, the schools have an important role in the overall planning to attract new industry and business to Scranton. Miss Maher works closely with the local Chamber of Commerce and other groups to keep tabs on any new personnel needs. From these efforts the school administration learns and makes known to students those jobs and skills they might well pursue. The Scranton schools have set up vocational training programs in several new trades: electronics, printing (including both letterpress and offset), and automotive. The guidance staff tries to channel students into these areas as well as other (clerical, teaching) where people are needed.

About a third of Scranton's young people go on to college; for the remaining two-thirds there is the possibility of nothing to do. Scranton's counseling department, in cooperation with the state employment service, is dedicated to placing these two-thirds in some kind of employment. It's a gigantic task.

Scranton is one of the twenty-two major industrial areas mentioned in the area redevelopment bill (S. 1) introduced last January by Sen. Paul Douglas (D-Ill.). About 15 million people live in those areas, each of which has an unemployment rate between 50 and 100 per cent above the national average. One of the key provisions of the Douglas bill is to implement "localized public works."

NOT MENTIONED IN the Douglas bill, but present in each area, are those schools which need repair or replacement. Evansville, Indiana, another of the twenty-two major industrial areas fighting local depression, is living with this large plant maintenance headache.

Evansville has over 6,000 men out of work, in a total labor force of 77,000. This is 7.9 percent, or close to the nation's average. It's a heavy industry town—steel and automobiles principally—when it's busy. Evansville used to be the home of large plants owned by Servel, Chrysler, and International Harvester. These giants moved away, taking 15,000 jobs with them. Other manufacturers (Meade-Johnson, Pillsbury, Sunbeam) are beginning to take up some of the slack, but not fast enough to keep pace with rising population. Some of the newer industries in the area are not on the city's tax rolls, either; hence, Evansville's citizens are girding for a heavier burden on the local tax rate to keep their city's services operating. Among these services are the schools.

Deserted streets and idle men.

Evansville has 29,000 children attending its thirty-six elementary and five high schools. A new senior high is being built now, to open in fall, 1963. Thus far, bond issues, such as the $1.5 million flotation for this school, have not been resisted by a community proud of its schools. But operating budgets are another matter.

"School plant maintenance is a constant problem," says Walter Riggs, assistant superintendent for business affairs. "When small defects are passed by, they grow into big ones." Most of the forty-one plants are older buildings, each with its usual share of small things to fix. But funds are low for the fixing.

"Equipment maintenance is also trimmed. Typewriters for business classes, for example, can be used after they've passed the point of efficient operation. But it lowers their rate of usefulness and eventually the cost of repair shoots up sharply."

Evansville schools normally have enough money in a working balance to keep operating through to each six-month tax payment (June and December). This year, however, the schools have had to borrow $800,000 to tide them over to June, and the working balance is now very low.

Talk of teacher salary improvements is qualified, also. "We want the best teachers, but we can't compete with other communities that are better off," Riggs admits. Starting salaries (with BA) are $4,300 or (with an MA) $4,400. Top salary (with MA) is $7,400. "We'd like to do better. It's doubtful if we can."

At all levels of government, the wheels are beginning to turn to get a hundred communities—the home towns of 22 million people—back on their feet. Right in the center of activity are the school administrators. Here's how they are affected.

The Detroit Edison Company has been sparking a revival of business and industry in the state of Michigan, where a slowdown in auto manufacturing plunged the Detroit-Flint area into local depression more than two years ago. The utility company, alarmed at the sharp drop in the use of power, surveyed the towns most affected: Rockwood, Cass City, Bad Axe, Vassar, Caro, and others. The canvassers discovered that every time a new industry moves into one of these Michigan communities with 100 new jobs, the results equal such things as 107 new passenger cars, a half-million more in personal income, and an average of fifty-one more school children.

In a year or two, the increase will be reflected in ris-

UPI photo

Breadlines at high noon.

ing school revenues. Meanwhile, there are rising costs for which money is not yet forthcoming. For schools, therefore, the importation of new industry is a long-term blessing and a short-term scramble.

But new industry will not wholly care for a town's jobless. They must be provided for, even as other skilled workers pour in to take the new jobs. Vocational retraining is the key.

The partnership between labor and education at the Federal Government level is over a century old. When former President Eisenhower established the Department of Health, Education, and Welfare, the partnership was formalized at the Cabinet level. In the broad attack on local depression, whether drawn up by Democratic or Republican leadership in Congress, the understanding is that the Secretary of Labor will work with the Secretary of Health, Education, and Welfare, through the Comsioner of Education, on the specific problem of the development of human resources. (President Kennedy has gone one step further, proposing that the Secretary of Commerce complete the triangle of business, labor, and education.) For school administrators in jobless areas, this will mean an acceleration in adult education and vocational training.

No more powerful instrument for economic and social health exists than the locally-administered school system; hence, it will be through this instrument that much of the labor retraining will be carried on. An effective retraining program, moreover, is expected to stem labor migration from depressed areas to wealthier ones, to make the local labor force more attractive to new industry, and to discourage the arrival of workers from other communities, when new industries start to open their doors.

School administrators, who will share much of the retraining responsibility, should know the makeup of the current "army of the unemployed." The Department of Labor reports that 2,200,000 married men, most of them with school-age children, are the largest single group of jobless; roughly 6 percent of all married men are now without jobs, the highest percentage in the six-year history of this statistic. Their ages range from 25 to 44—the peak period of worker productivity. Non-whites are filling the jobless rolls at roughly twice the rate of whites: 14.7 percent against 7.2 percent for men; 12.5 percent against 6.4 percent for women.

One-sixth of all teen-agers in the labor force—800,000 of them—are among the unemployed. Most experts agree that, of all the problems existing in the current recession, the employment of youth will be with us the longest. During the 1960's, about 26 million young people will enter the labor force, an increase of 40 percent over the 1950's. Although adult education and vocational retraining is the most immediate problem in local depression, the vocational and professional training—and ultimate job placement—of these 26 millions is the real task ahead.

The challenge to the community is clear; the responsibility of education is developing with great speed. In some hard-pressed areas, schoolmen have been living with bad times for over a decade. But few of them want to learn to live with trouble; most administrators are pouring all their energies into tasks that will ultimately spell better times for their communities. They are working to conserve America's greatest natural resource—its people. •

PROFILE OF THE AASA

THE NEAREST thing to a comprehensive professional organization for administrators in education is the American Association of School Administrators. Founded in 1865 by state and city superintendents, it has grown to become the central organization of all public school superintendents and at least the second organization for administrative leaders in other educational institutions. Its inclusive and growing membership (twelve and a half thousand in 1960) gives it one of the most powerful voices speaking for education today. Its wise use of that power in turn builds its membership further.

Is it comprehensive? OVERVIEW analyzed its member roster and discovered that 1,250 leaders in higher education belong. Roughly half of these are presidents, provosts, or business officials in institutions ranging in size from really small colleges to our largest universities, in geography from the University of Maine to the University of Southern California. The other half of its members from higher education are researchers and teachers of educational administration.

Several hundred of AASA's members come from independent and parochial schools. State education officials and U. S. Office of Education people number about 400 members. Another 250 are executives of educational associations and foundations. Difficult to classify are the 1,000 retired (and how they cling to their valued membership!), graduate students, publishers, board members, and architects.

Chief school business officials quite properly hold their membership in ASBO as primary, yet more than 1,000 belong to AASA, too. The same might be said for the 1,500 public school principals, curriculum directors, and other central office administrators who are active in AASA as well as in their own position-centered organizations.

Like OVERVIEW's own readership, the members of AASA in all their diversity of positions and institutions do have in common a concern for leadership in education.

How about superintendents of schools—is AASA their central professional organization? The answer is *yes*. The evidence is not immediately clear, other than as an impression of any superintendent about his colleagues. Again OVERVIEW analyzed the membership roster state by state, compared it with NEA Research (Report 1960-R15) and U. S. Office of Education Directory (Part 2 for 1959–60). Our conclusion is that the odds are nine to one that a public school child in America is in a system headed by an AASA member. We found, too, that AASA includes more than three out of four of the superintendents (by whatever title) of school districts large enough to warrant qualified, full-time, professional administrative leadership. Even a higher percentage of membership —we figure 90 percent—is found among superintendents whose districts include urban places (defined by the U. S. Census as having 2,500 or more inhabitants).

Does geography—or kinds of district organization—affect membership by district heads? Again yes, as inferred from the record.

The U. S. Census listed 42,428 school districts last year. Over half of these districts enrolled fewer than fifty students (and 7,000 were "paper" districts with no students). Only 5,514 of them enrolled 1,200 or more students.

The NEA Research Division lists 37,153 "basic administrative units" with 13,392 superintendents. OVERVIEW's count of superintendents in AASA membership—7,100—is only 53 percent of NEA's estimates of superintendents and doesn't fairly represent the Association's true strength. We went to the three records—U. S. Office, NEA, and AASA Roster—for a state-by-state check. We found seven states with AASA superintendent-members less than a third of the total number given in the NEA report. Nebraska, for example, had the lowest proportion by this standard, yet had thirty-two members in its forty "urban places."

The conclusion is inescapable that as states have begun to make sense out of their school district organization, two things have happened. Well-qualified administrators have been employed, and they in turn have increasingly demonstrated their professionalism by working with their colleagues in their national professional association. Yet, as the number of school districts has shrunk, AASA keeps growing. What's the secret? Perhaps it is in the sum of these parts:

Its long and honorable history. Organization founded in August, 1865. First meeting of National Association of School Superintendents in February, 1866. Joined with National Teachers Association (1857), and American Normal School Association (1858), to form National Educational Association; became Department of School Superintendence in 1870. Incorporated as Department of Superintendence of the National Education Association in 1907. Reorganized in 1921 under new constitution of its own with full-time executive secretary. Organization's name was changed in 1937 to the American Association of School Administrators, a Department of

the National Education Association of the United States.

Its conventions. Great national conventions, which serve as a rallying point and clearing-house for school administration, have been an outstanding feature of the activities of the Association throughout the years. It was not until the days of World War II, when restrictions on travel were imposed, that the long series of national conventions was broken. With growth in membership, only one place, Atlantic City, now has facilities to accommodate a national AASA convention. As a practical necessity, the Association inaugurated in 1947 its present plan of holding regional conventions, serving both the Association and its allied organizations, every third year, and national conventions the two intervening.

The exhibits at those conventions. There is nothing like the huge exhibits. Thousands of visitors come especially to see under one roof the greatest display of teaching tools, supplies, educational equipment, and architectural exhibits ever brought together. Decisions to purchase are postponed until board members and staff committees can see competing products at the exhibit.

The bootstrap-lifting of the profession of school administration. The AASA's Committee for the Advancement of School Administration has, since 1955, been working to prepare for the new membership requirement of "two years of graduate study in an approved college program." It has been working state by state to improve standards of certification and with AACTE to improve accreditation of colleges which prepare school administrators. It has been working with University Council and Conference of Professors of Educational Administration to improve preparation and in-service programs and with the National School Boards Association to develop a statement of professional ethics governing working relations between superintendent and school boards. (Resolution of 1895—"Management of the schools should be in the hands of educational experts, clothed with power, protected in their tenure of office, and held responsible for results. . . .")

Its service to education. Joining forces with other national groups AASA has given vigorous leadership in establishing the public high school, making schools free to all people, developing teacher certification standards, strengthening state departments of education as professional agencies, clarifying the purposes of the schools, incorporating kindergarten as part of public school system, strengthening teachers colleges, and insuring adequate financing of public education. (Resolution of 1913 —"we hold that logical and sane education for the American girl of the twentieth century is fully as important as . . . for the . . . American boy.")

Its service to administrators. This tally includes its conventions, exhibits, yearbooks, the unique drive-in conferences, research publications and monthly newsletter; support of Educational Policies Commission which makes carefully formulated policy statements; promotion of improved school building design; provision of a voice for the profession; strengthening of state associations; and the opportunity it provides for members to work with each other on common problems in administration.

The caliber of its leaders. Its elected leaders for 1961–62 are: outgoing president—Forrest E. Conner, superintendent of schools, St. Paul, Minn.; president—Benjamin C. Willis, superintendent of schools, Chicago; president-elect—Irby B. Carruth, superintendent of schools, Austin, Texas; and vice president—Natt B. Burbank, superintendent of schools, Boulder, Colo. Executive Committeemen are: John S. Cartwright, superintendent of schools, Allentown, Pa.; Spencer W. Myers, superintendent of schools, Flint, Mich.; J. Win Payne, superintendent of schools, Ponca City, Okla.; and Oscar B. Rose, superintendent of schools, Midwest City, Okla.

The quality of its secretariat. Sherwood D. Shankland, 1921–1947, brought the association through vast enrollment expansion, depression, and war years. Worth D. McClure, 1947–1957, former president of the association and long-time hard worker for it succeeded to executive secretaryship. He led it through national inflation and rapid expansion of school population. Finis Engelman, 1957–, continued and developed the great tradition of vigor, imagination, and wisdom in leadership and support of wide and strong leadership by others in the profession. His distinguished career as teacher, principal, superintendent, and state commissioner of education was crowned by exhausting and effective leadership of the White House Conference on Education in 1956. In 1949, Shirley Cooper came as associate secretary with a background of university, state education department, and rural education. An honorary member of the AIA, he handles the architectural exhibits and is responsible for the drive-in conferences. William J. Ellena is in his second year as assistant secretary after nine years in public school, university, and association work. J. C. Wright, former superintendent of public instruction in Iowa, and Roderick F. McPhee, from the Midwest Administration Center, guide the work of the important Committee for the Advancement of School Administration.

The AASA has always been a strong and effective voice for education. Now with its broad membership and proven stability and responsiveness, it will be the rare professional administrator who will not be a member.

In its new professional requirement for admission, starting in 1964, it leads the way for all organizations of educators, state and national. There are those who worry because there is no control over the selection of superintendents by the forty thousand individual school boards of America. But the continued pressure for rationalization of school districts will lead to an OVERVIEW predicted reduction to 10,000 local districts in the near future. Experience shows that, with the diminishing exceptions of the venial, power-grabbing boards in some cities, stronger districts get wiser boards, looking for able and qualified administrators.

The wisdom with which AASA has used its mounting influence is the best guarantee that this influence will continue to grow. With a membership, secretariat, leadership, and dynamic stability such as this, there should be no fears for the future. •

By Maurice Wilson

Packaged Air Conditioning

THE PROSPECT OF a twelve-month school year now figures in nearly everyone's educational forecast. Most educational administrators loosen their collars at the thought of holding classes during the warm and humid months.

The advantages of air conditioning in school and college buildings are readily known by school planners. And in increasing numbers they are installing central air-conditioning systems as they build. But what about older plants, built without thought of an eventual need for warm weather cooling? The answer here may be "packaged" air-conditioning equipment.

Packaged air-conditioning units are completely factory assembled and come in one or two cabinets. They vary in size from the room conditioner which will cool an office or classroom, to a giant which can air condition a classroom wing, large auditorium, or cafeteria.

Most of the packaged units come in capacities of three, five, seven and one-half, and ten tons. But they can be found in larger sizes—even up to fifty tons. (A ton is 12,000 BTU's of cooling per hour and cools twelve to fifteen people, depending on the amount of space and window exposure.)

Packaged air-conditioning equipment has both advantages and disadvantages when compared to centrally engineered, or applied, systems. Advantages of packaged equipment are:

Low cost. Quantity production on a factory assembly line is inherently less expensive. Engineering costs, too, are lower. By contrast, central systems must be assembled from components on the job site, usually at the high labor rates paid to sheet metal workers and pipefitters.

Zone control. Air conditioning can be limited to those portions of the building that need it most.

Installation by stages. Air conditioning can be added year by year as funds are available.

Easy operation. Skills required to work the equipment are not as hard to find among the maintenance staff.

No central equipment room is needed. Equipment can be fitted onto roofs, in courtyards, corridors, or suspended from ceilings.

Portability. Equipment installed in an old building can be removed and reinstalled in a new plant.

Disadvantages of packaged equipment compared with central are:

Sound level. Where equipment, including compressors, is located within or nearby the conditioned space, the sound level of the equipment may be higher. Good acoustic insulation can alleviate this, however.

Versatility. Cooling capacity cannot be switched from one section of the plant to another as with the best of central systems.

Servicing. Equipment cannot be serviced from one central installation room.

There are various packaged units, designed for special purposes, now available to educational planners.

The roof-mounted unit, developed primarily for shopping centers, can be applied easily to single-story educational buildings. The roof-mounted unit is set over the space to be air conditioned and fed by electric power lines. Gas-fired or heat pump models provide heating also. A ceiling grille discharges conditioned air out its sides, spreading it to a radius of about twenty-four feet from a twelve-foot ceiling, while it draws warm air up through its center. Ductwork can be eliminated by spacing a number of units over the air space to be air conditioned. Roof-mounted units may require some roof bracing to support the additional weight.

A factor which influences the selection of packaged equipment for air conditioning is the removal of heat from the refrigerant to the outdoors. This can be done with water, in which case water cooling towers or evapo-

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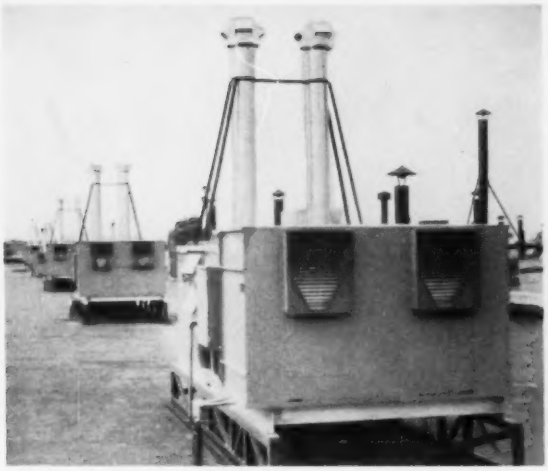
Mr. Wilson is education facilities specialist with Carrier Air Conditioning Company, Syracuse, New York.



Packaged units may be the best answer to the problem of air conditioning portions of older buildings. Three types of installations are shown: directly in classroom (units can be mounted without interrupting class); on rooftop of single-story building; or with condensers mounted outside connected to indoor refrigerant and fan.

rative condensers conserve water. Or it can be done with air. Both air-cooled and water-cooled condensing are available with packaged air conditioners.

Water is efficient at absorbing and carrying heat, but can be expensive or may contain corrosive minerals. Water towers and evaporative condensers require considerable maintenance and treatment of the water to prevent algae and air-borne dirt from clogging the system.

Air-cooled condensing of refrigerant, in which large quantities of air are blown over hot, finned coils, requires practically no maintenance, although operating costs may be higher. Water towers and water-cooled condensers are most advantageous in southwestern areas where outdoor temperatures go above 100° and the air is dry.

Many packaged units are designed around air-cooled condensing. The condensing unit, including the compressor, is mounted in a separate cabinet placed on the roof or elsewhere outdoors. Refrigerant lines run inside to the fan coil unit, which blows its cooled air free into the conditioned space or through ductwork. These inside cabinets can be hung from ceilings, stood in corners, or even weatherproofed and inserted through a wall or roof. It is this sort of flexibility of installation that gives packaged equipment so many advantages. It can be fitted in almost anywhere.

Classrooms which present a cooling problem generally have a "load" of three to six tons, depending on the number of students, exposure to sun, and the amount of outside air that must be admitted to comply with codes.

A separate piece of packaged equipment can be supplied for each room. This gives individual room control, but it is usually more expensive than serving two or more classrooms from one packaged unit.

Where several classrooms are to be conditioned, a large packaged unit can be installed at the end of a corridor, or mounted outdoors with ductwork cut through the building. A trunk duct can be run down the corridor with branch ducts serving the individual rooms. Theoretically, the sun exposure of the rooms should be somewhat equal. However, some measure of individual room control should be supplied so that a class occupied by only fifteen students will not receive as much cooling as one occupied by thirty-five.

If a large number of classrooms is involved, a chilled water machine placed some distance from the classes may be the best system. Water piped from the chiller through insulated pipes circulates through fan-coil units which serve each room. The fan-coil units are compact and quiet and can be equipped to give individual, automatic room control. Although not strictly regarded as a packaged unit, the water chiller is factory-assembled and comes in capacities of five tons and up.

Modern technology puts the cost of air conditioning within the reach of every educational system. Board members and trustees, most of whom are among the six million Americans who work in air-conditioned offices, may be more amenable than administrators think to providing comfort under such conditions, especially when it can be done in stages and at moderate cost. •

Make Way For the Community College

by Damon D. Reach

THE TWELFTH-GRADER who wants to continue his public school education may remind taxpayers of Oliver Twist when he held up his emptied basin of gruel and asked the master of the workhouse, "Please, sir, I want some more." Fortunately for twelfth-graders, the taxpayers have not reacted with the spluttering incredulity of Mr. Bumble the beadle. Rather, they have started 400 public two-year colleges across the United States.

Although our Constitution contains no specific decrees concerning our educational system, Americans are generally clear in their own minds about the need for free public education. From our very national beginnings, we have felt that education for all kinds of people in all walks of life for all kinds of tasks is necessary in a democracy. However, let us accept the fact that this experiment in universal education is still continuing, that our national commitment may yet be unfulfilled.

Great scientific and technological changes plus major shifts in social and cultural events over the past fifty years demand a greater degree of sophistication on the part of every member of society. Immaturity—in a worker, a manager, or a citizen—is an obstacle to mid-twentieth-century living. The facts point to one conclusion: a longer period of formal schooling must be available so that our youth can meet the demands of life in a modern democracy. Twelve years is proving to be inadequate preparation for accepting one's civic, economic, social, and personal responsibilities. Communities have been extending educational opportunities horizontally, now they must extend them vertically as well.

Increasingly larger numbers of students have returned to their high schools for a thirteenth year of work. This post-graduate registration has forced some districts to organize formal programs for the thirteenth and fourteenth years. When no public facilities are available, citizens have established private "junior colleges" and have charged tuition just adequate to cover operation costs. Florida's experience is a case in point. According to James L. Wattenbarger, director of the Division of Community Junior Colleges in Florida's state department of education, 4,400 young people enrolled in five junior colleges in four junior college areas as of September 1956. Four years later, 15,000 were enrolled in twenty-four community junior colleges in fourteen community junior college areas. Ten years from now, Wattenbarger estimates, the college-age population of Florida will be more than double what it is today, and over half of them will be within commuting distance of a community junior college. Right now, in those areas where such institutions are available, 90 percent of local college-age youth enroll in their local community college. As these relationships sink in, it is no wonder that Florida, during the past five years, has laid out ten new junior college campuses and has spent over $14 million on junior college plant.

The demand is now sufficient for the concept of post-high school education to be reevaluated as a publicly-supported responsibility (as secondary school education was reevaluated not so many years ago).

It is not especially important what name is given to free, post-high school, educational institutions. But it *is* important whether, and how, they meet the educational needs of their communities. Many will retain the name "junior," even though they carry out some of the objectives of community colleges. But *too* many will continue to offer traditional programs, patterned after the first two years of the four-year college or university. In any case, the program cannot be "junior" to the college; it must be the culmination of the American program of free public education. It is just the next step in popularization of education in this country at the post-high school level.

A functional community college is concerned with the long-term needs of *all* the people in its home area. This means an educational program for college-age youth and adults, too; college preparatory courses for some and vocational courses for others; programs for part-time as well as for full-time students; and other programs needed by the community.

This kind of community college would embody the American doctrine, accepted almost everywhere in this country, of equality of educational opportunity. However, "equality" is an elusive thing, when one speaks of the entire nation. Differences in educational opportunity exist among the states and among the school districts within each state. The inequalities arise from concen-

Mr. Reach is director of the summer session at Northern Illinois University, DeKalb.

trated populations of school-age children, socio-economic differences, wide variations in school buildings and other physical facilities, and wide differences in the scope and quality of public school programs. Yet, it is certainly no longer in the national interest to let any region slide along with inadequate provisions for education and public services. Inequality of education between rural and urban areas must be taken into consideration in shaping educational policy. The change in age structure of the population, with the trend toward an older population, also makes imperative adequate programs of adult education. Obviously, new ways must be found to give all Americans equal educational opportunities, regardless of their age, of their social or economic station, and of their region, in order that they may be useful citizens of a modern democracy. The basic machinery for finding these new ways is already in service: our system of public schools. Therefore, I would propose that each state devise its general policy and specific plans for locating, financing, and administering an orderly state-wide system of community colleges. State legislation should be enacted to reorganize and expand the public school system to include a thirteenth and fourteenth year, and to encourage the establishment of community colleges in appropriate centers throughout the state.

Thus, the period of organized, publicly-supported, formal education would be from kindergarten to the fourteenth year. This does not mean that the state is to establish and control these institutions. (This does not mean compulsory attendance in the last two years either, for that matter.) Community colleges should always remain under local community control, regardless of the extent of state and federal aid absorbed by them.

We are living at a unique time, for the community college movement is already upon us, growing, in most instances, under short-term policy commitments. There are now sixty-three public junior colleges in California; before long, there will be a total of eighty. Roughly 50 percent of Mississippi's college enrollment entered higher education by way of the state's sixteen community colleges. Illinois has already embarked on its plan to blanket the state with community colleges to encourage post-high school education among its young people. Maryland is on the verge of going the community college way to alleviate enrollment pressures on its universities. New York estimates that half its freshman enrollment of 1970 will be in community colleges.

Dr. Edmund J. Gleazer, Jr., executive director of the American Association of Junior Colleges, reports the interstate variations in supporting the mushrooming community college movement. New York shares a third of the operating cost, the student and the community splitting the remaining two-thirds (or roughly $250 each per student). Local taxes and tuition in Arizona supplement the flat $200,000-per-college assistance given by the state. Local taxes bear the brunt of the costs in California, where community colleges are set up in a unified school district plan. A similar plan is being pressed upon the state of Washington legislature. Dr. Charles Odegaard, president of the University of Washington, is quite clear in what must be done in his state (where today's college enrollment of 45,000 will nearly double by 1965): "The University believes it could more effectively make its own special contribution in higher education if communities were to undertake gradual development of more and larger junior colleges on a sound educational basis." At present a 1941 law has kept the establishment of junior colleges in Washington to eleven.

It might be noted that New Jersey's able senator, Clifford Case, introduced legislation permitting the Federal Government to match funds to set up community colleges throughout the country. In his home state, The College Needs Committee of Bergen County is already lobbying for legislative aid.

The democratization of secondary education through grades thirteen and fourteen cannot be achieved in a tuition-charging, highly selective, college preparatory school. The community college must become—and *will* become—an integral part of the American public school system. The particular form the community college takes will depend largely on local community conditions. No one pattern of organization can serve all communities; the organizational structure of today's emergent community college already exhibits a realistic flexibility. However, the conditions of this century dictate that communities start with what they have and where they are, and build democratic institutions to serve their best cultural and educational interests. I submit that one of the strongest of these institutions will be the community college. ●

KEEP YOUR STAFF OUT OF COURT

by Armand Galfo

AN ACT WHICH most citizens could perform without running astray of the law can place a teacher in an untenable position before courts. Yet most teachers are not aware of the special responsibilities imposed on them —as teachers—by legislative acts and common law practices. For this ignorance, hold administrators liable.

Take field trips, for example. Many teachers and administrators apparently are oblivious to their possible involvement in liability suits stemming from "normal" procedure in conducting a class jaunt. It is common practice to require pupils to bring notes from their parents permitting them to go on the excursion. Does this absolve or diminish the responsibility of the administrator and teacher? The law says it does not. A note of permission serves to absolve school authorities of any negligence inherent in merely taking a child on a field trip, but school employees may still be held liable for any acts of negligence *during* the trip.

In interpreting acts of negligence, courts generally place the burden of responsibility on the teacher for the safe conduct of pupils when the group has requested permission of an agency or company to make a visit. In this case, members of a group making the trip are called "licensees" as opposed to "invitees" who are persons specifically invited by the agency to visit its facilities. Courts have held the inviting agency responsible for invitees, but have held school employees responsible for safe conduct of the licensees.

The court position is illustrated by a suit involving the Baltimore Traction Company some years ago. Parents brought action against the company when their son was injured during a class field trip to the company plant. During the trip an employee accompanied the class through part of the plant and then, after warning of dangerous machinery, told them to "look around for yourselves." In handing down a decision, the Maryland Courts of Appeals held:

> The [company] was under no obligation to take one of its employees from his work to conduct [the pupils] and their teachers through the power house. . . . [The pupils] were under the control and direction of the teachers . . . and the [company] might have reasonably inferred that they were sufficiently cared for. . . . If there was negligence *anywhere,* it consisted in bringing thirty-odd boys at one time to a building filled with dangerous machinery.

Since most companys are warned by their attorneys against situations of this kind, school groups usually find themselves in the role of licensee. Therefore, staff members who conduct field trips should know how they can protect not only the youngsters from harm but themselves from being accused of negligence through some simple act of omission, such as failure to provide a set of directions.

School personnel may also risk legal entanglement in sponsoring functions regarded as their normal duties. How many high school coaches, music directors, and debate team sponsors have transported pupils—or even asked pupils to provide transportation—for school functions? This is common practice in nearly every school. Yet, court records indicate that most of these people are exposing themselves to liability litigations. Except for a few states, school districts (as government agencies) cannot be held liable for torts suffered through the negligence of their employees; teachers, therefore, become *personally* liable for any action which is ruled proximate cause of an accident.

The school patrol has also involved teachers in legal actions. Some legal experts even say that the educational value of patrols is far outweighed by the risks involved. In the case of injury to a pupil, a jury or judge could charge negligence (saying that the patrol member was too immature to have the safety of pupils entrusted to him, or that the patrol point was too dangerous a thoroughfare) and hold the teacher personally liable.

NOR DO school people need to leave the premises to become involved in litigations. Every time a chemistry student lights a bunsen burner, a boy in shop cuts a piece of wood with a band saw, or a gym class performs exercises, there is the possibility of an accident which can be attributed to school employee negligence.

In the area of teacher-pupil relationships there are myriad laws, interpretations, and policies which may legally snare the teacher. As with other functions that are primarily state responsibilities, the problem is compounded by the sheer variety of ways in which states and localities deal with these questions. I can cite just two such problems. Some states prohibit corporal punishment; others disregard the issue and allow school boards to set policies (which generally have been upheld by the courts). Some teachers have been dismissed from

Dr. Galfo, assistant professor of education at the College of William and Mary, Williamsburg, Virginia, frequently holds court on legal problems with his student teachers.

their jobs on moral grounds for conduct that wouldn't raise an eyebrow if it had not been a teacher who was involved—the courts ruling: "The peculiar relationship between the teacher and his pupils is such that it is highly important that the character of the teacher is above reproach. . . . The law by necessary intendment demands that he should not engage in conduct which would invite criticism and suspicions of immorality." Hamilton and Mort note in *The Law and Public Education* that, "Even charges of a reputation for immorality, although not supported by full proof, might in some cases be sufficient ground for removal. Not merely good character but good reputation is essential to the greatest usefulness of the teacher in the schools."

WHAT CAN the administrator do to keep his teachers in the classroom and out of the law courts? Since most of them come to school with no training in school law, the administration should fill that gap by providing in-service legal education. A program can be planned along the following lines:

1. Provide time during faculty meetings for discussing legal bases of teacher responsibility. (Court records are filled with decisions that can be condensed into case studies and made a springboard for lively, informative faculty discussions; the cases at the right, prepared in the fashion of the "You be the Judge" series in *The Saturday Evening Post,* can serve as a starter.) Invite the school attorney or a faculty member from a nearby school of law to talk to the staff on legal problems.

2. Help teachers select materials for their professional library which keep them abreast of changes in laws and the court decisions that will affect common law practice. Periodicals like *The National School Law Reporter* which summarize laws belong in such a library.

3. Instruct the teachers on school safety problems and the legal implications of school safety laws and provide them with handbooks on policies and regulations. These should tell the teacher how he can protect himself from legal difficulty as well as maintain a safe school.

Through their local and state associations the teachers can work to protect themselves from the long arm of the law. They can press for legislation which will waive the school district immunity rule and protect them from litigations arising from the performance of duties. New York and New Jersey, for example, have enacted statutes requiring boards of education to indemnify school employees against financial loss resulting from judgments in accidents that occur while they are acting within the scope of employment. Teachers can also follow a move of their colleagues in Virginia; the Virginia Education Association provides tort insurance as part of the benefits members receive from their annual dues.

No administrator wants to squander the time and emotions of his staff on a needless court battle. If he invests in time to raise the legal IQ of his teachers, they should never have to appear in a court of law, except when they take a class of youngsters there on a field trip—making sure, of course, that "the passage of said pupils through said premises is made safe beyond a reasonable. . . ."

TEST YOUR LEGAL I.Q.

1. A young boy threw a stone which knocked a little girl's glasses from her face. Upon learning of this incident the teacher spanked the boy with a paddle of normal proportions. His bottom was black and blue for several days and remained tender for several days after the discoloring disappeared. The boy's parents accused the teacher of assault and battery. The state had no law on corporal punishment of school pupils. How would you decide the case?

A Common Pleas Court in Ohio tried this case and ruled that the teacher was not guilty of assault and battery. In handing down the decision the court said the teacher stands "in loco parentis" (in place of the parent) and may administer reasonable chastisement to a pupil to the same extent as a parent.

2. A child was whipped by his teacher for being absent from school without permission. Although the skin was not broken, his seat was black and blue for twenty-one days after the spanking and witnesses who examined him testified "he had been whipped pretty bad." His parents demanded that the teacher be suspended. Would you concur?

The Louisiana court that tried this case upheld the teacher's suspension on the grounds that corporal punishment must be reasonable and confined within the bounds of moderation. It must not be cruel, brutal, or excessive.

3. Two boys, untrained in boxing, were permitted to box in gym class. One boy was severely injured in the fight. His parents sued the physical education instructor. The verdict, if you were the judge?

The parents won the case. The New York State court that tried the case held that pupils should be warned of the dangers involved in boxing and taught the principles of self defense instead of permitting a slugging match. The court said that the teacher had failed in his duties and in this regard was negligent.

4. A chemistry student was pulverizing some chemical reagents. His text had said to use potassium nitrate and to grind the reagents separately. The boy used potassium chlorate instead and mixed the substances together in a mortar. There was an explosion and the boy was injured. His parents sued the school district in a state (California) which had waived the immunity rule for school districts. Your verdict?

The parents collected. The California court ruled that, "It is not unreasonable to assume that it is a duty of a teacher of chemistry . . . to instruct students regarding the selection, mingling, and use of ingredients with which dangerous experiments are to be accomplished, rather than merely to hand them a textbook with general directions to follow the text." ●

How to Fight Dutch Elm Disease

THE ARRIVAL of spring brings to mind thoughts of growing things—and of the pests which attack them. One of the most plaguey problems of this kind is Dutch elm disease, which is threatening to wipe out the entire elm population on school and college grounds in large parts of the country.

What is the disease? How can we recognize it? What can we do to protect the elms on school property and throughout the community?

First of all, the name is a bit misleading. The disease is called "Dutch" simply because it was discovered in the Netherlands. That was in 1919. It arrived in the United States a year or two later and has since fanned out from the East Coast over the whole Middle West and Canada, and has penetrated even as far as Denver.

The disease is caused by a fungus, *Graphium ulmi,* and is spread in a number of ways. Two prime carriers in this country are the small European elm bark beetle (*Scolytus multistriatus*) and the native American elm bark beetle (*Hylurogopinus rufipes*). Both of them carry the fungus inside their jaws. Beetles are not the only guilty ones, however. A number of other boring insects have been found carrying the fungus. Rain may also spread it, and there's some indication that birds and pruning tools may carry the fungus from one tree to another.

Symptom of the elm disease: wilting, yellowing leaves.

The beetles will attack only damaged wood. As they eat through the wound, the fungus is deposited inside the wood and spreads rapidly through the tree. Scientists have not yet discovered whether the death of the affected parts is caused by poisons produced by the fungus, or whether the tree dies of thirst because the fungus has plugged up water-carrying vessels in the wood. Whatever the cause, the results are always the same: death of part, if not all, of the tree.

Several other elm tree diseases have symptoms nearly identical to those of the Dutch elm, but are not nearly as fatal. To identify the fungus positively, laboratory tests have to be made on a number of branches. There are, however, noticeable symptoms of Dutch elm disease: in the spring the leaves on one or more of the branches wilt and become yellow; around midsummer all but a few leaves at the tips of the branch will drop off; in the winter a diseased elm will have a tuft of brown leaves sticking to the tips of curled twigs.

If diseased twigs or branches are cut crosswise, flecks or spots will be visible in the sapwood close to the bark. If cut lengthwise, long brown streaks will be seen following the grain of the wood. If there is any doubt, the state agricultural experimental station can make a definite diagnosis.

Unfortunately, no guaranteed control against the fungus has ever been developed, despite the earnest efforts of researchers during the past quarter century. The best method is indirect—an attack on the beetles and insects which carry the disease, by destroying the wood in which they breed and by spraying the trees with DDT.

Destroying the wood means removing all dead, dying, and weak elm wood from the area, including sick trees, those damaged by wind, broken limbs, and even piles of stacked elm and elm fence posts. This must be done over a large area, since the smaller European elm beetle, the main culprit in the spread of the disease, can fly more than three miles in search of suitable breeding places.

According to the New York Botanical Garden's Dr. P. P. Pirone, one of the country's leading experts on the disease, the best way to prevent the beetles from moving is to spray the elm with a residual type of contact insecticide. Emulsion sprays containing DDT are most effective. Says Dr. Pirone: "Coverage is fully as important as spray concentration. Good coverage can be achieved only with adequate equipment handled by skilled operators under proper weather conditions." Good practice calls for spraying the entire tree surface, especially the crotches of small twigs and branches.

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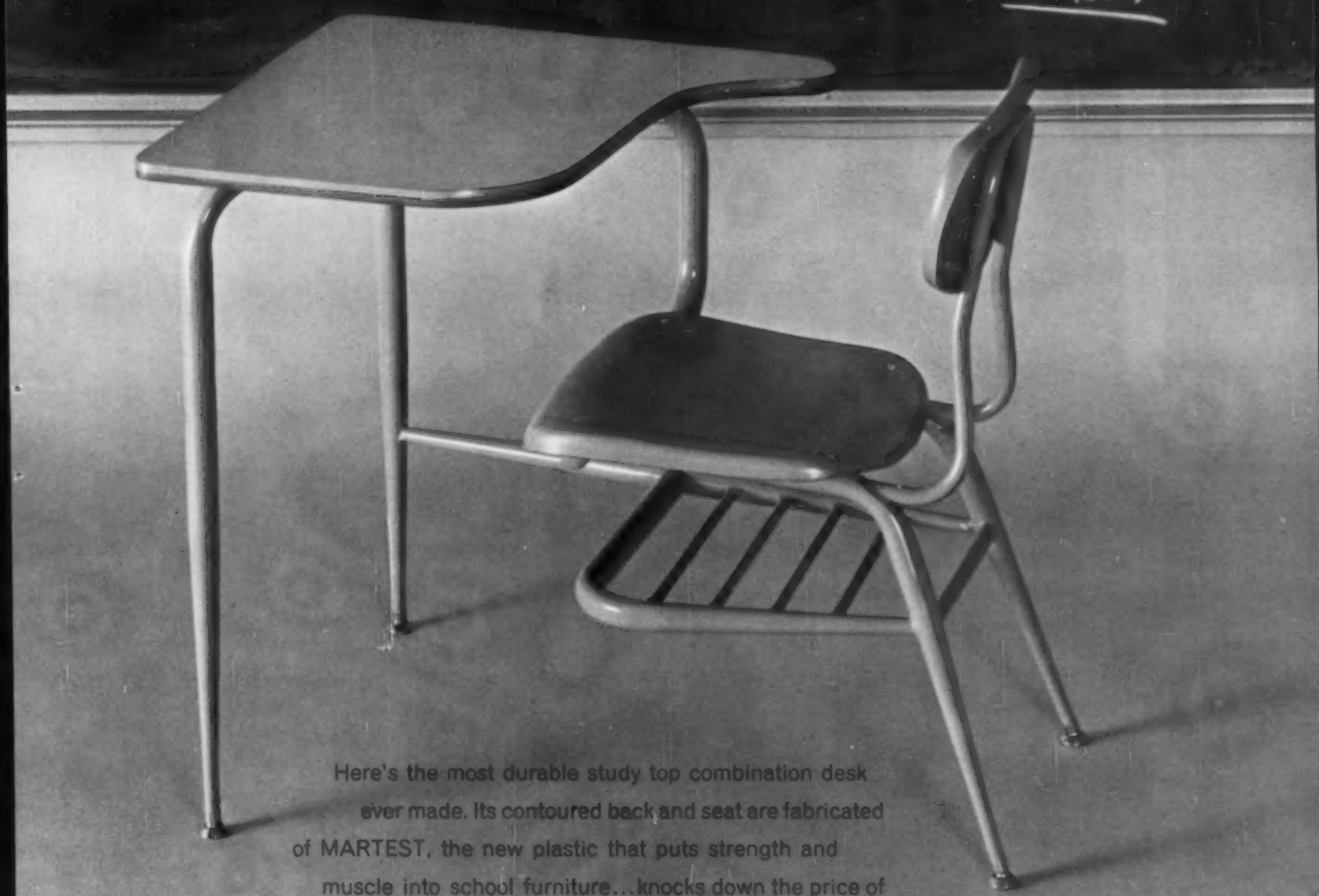

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Maintenance (continued)

25 percent emulsifiable DDT plus one gallon of water is standard.

The elms should be sprayed twice a year. First spray should be applied before the leaves appear, generally late March or early April when the trees are most susceptible to the disease. The second spray should be given around mid-July, and should have half as much DDT as the first spray.

One problem still remains: too much DDT may lead to an increase in the number of mites and aphids. To prevent this, insecticides and mite-killing chemicals may be incorporated with the DDT solution.

One solution to the problem is to use elm varieties, which are resistant to the disease. The Christine Buisman, for one, is said to be resistant both to Dutch elm disease and to *phloem necrosis*, another common elm menace; it is not hardy enough to withstand very cold weather, however, and it is somewhat susceptible to elm leaf beetles. Two other species are also disease-resistant: the Hansen Manchurian elm and the Japanese elm (*Zelkova serrata*) which has beech-like bark and foliage that turns red in the autumn.

Ever since Dutch elm disease became widespread, there have been periodic reports of a new chemical formula that will wipe out the fungus. But authorities in touch with the problem say there isn't any yet. The best formula for curbing the disease is to watch for symptoms, burn dead elms, and apply DDT in the most critical areas. ●

A campus is more than tree-studded real estate. It's a total design concept. Noted architect C. W. Brubaker offers design criteria in a special article in next month's issue of

OVERVIEW

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says Royal Electric typewriters stand up "fine" under heavy classroom wear.

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Mr. Taber likes the sturdy dependability of the Royal Electric. "I've seen the way they stand up under heavy classroom wear," he says. "When service is necessary the Royal Representatives and service men are most cooperative. Needless to say, we are very happy with our Royal typewriters."

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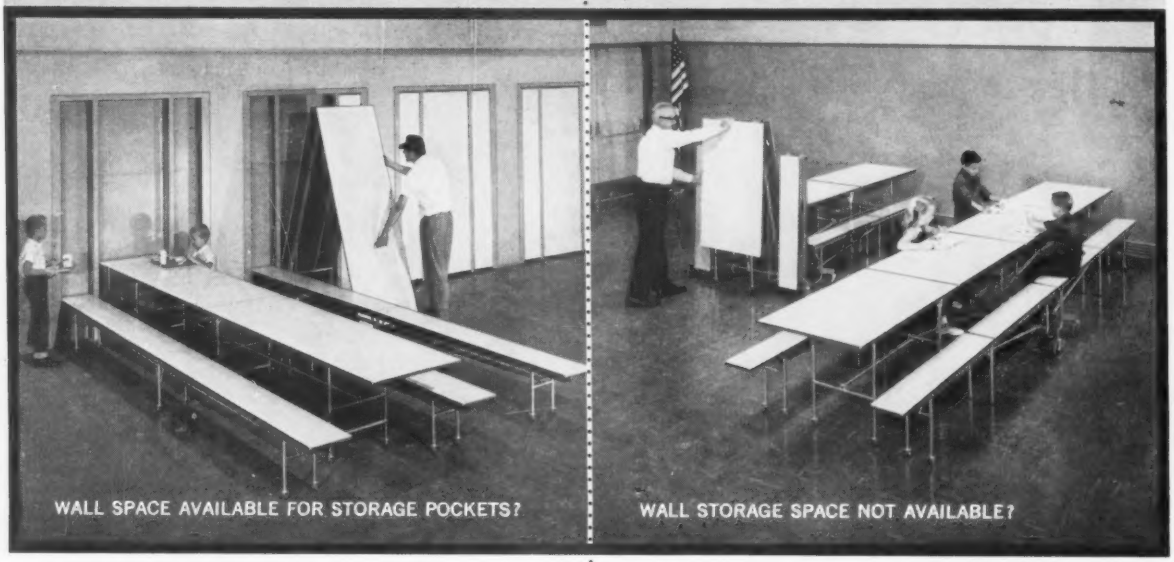

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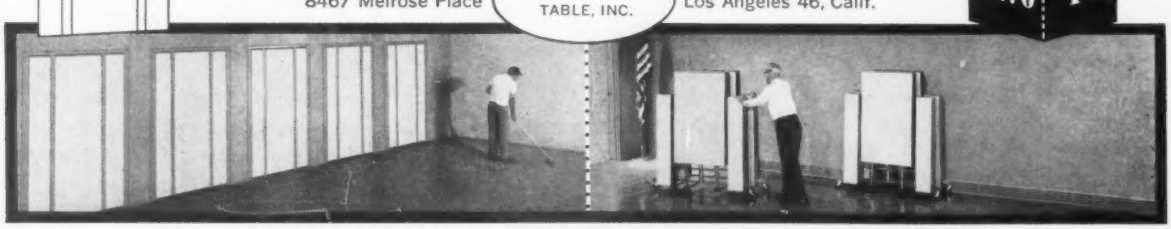

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Moving into a New School

MOVING FROM one school building to another is an exercise in logistics. And because few people will ever go through the experience more than once, those of us who have are not likely to profit from our own experience. Hence the need to play Monday morning quarterback for the benefit of the next man.

Two Septembers ago we moved into the new John Marshall Senior High School in Rochester, Minnesota. With the experience well behind us we can see the problems in better perspective and in some kind of order. Most of the problems are inevitable and would vary probably only in degree in other communities.

Preparation. The entire year before the move involved much teacher and student orientation. Teachers helped to frame as many personal, professional, and student problems as possible. We referred student problems (dress code, new building orientation, parking lot procedures, campus rules, etc.) to the student council for discussion and recommendation.

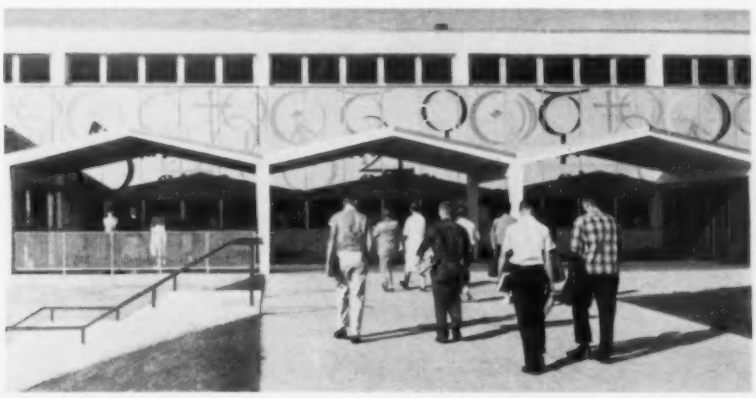
We worked out moving plans with the director of maintenance and came up with a schedule for packing and moving all equipment and materials. The procedure involved moving one room or facility at a time to reduce confusion and misplacement of supplies to a minimum. This method turned out to be particularly successful.

Pre-school workshops. The move involved no more than the usual annual turnover in personnel. Even so, a faculty pre-school workshop seemed mandatory. We found that two weeks are needed to give teachers time to prepare materials and lesson plans and to "set in" before the school year begins. Prior to the workshop we compiled a faculty handbook incorporating as many former operating procedures as possible and anticipating questions that would arise after the move (multiple lunch periods, a campused high school that restricts students to the school grounds during the day, link with the central office, etc.). The handbook turned out to have a double advantage: it oriented the staff, and it helped the administrators to think through and plan in detail all phases of the new school operation.

Communication. In order to establish smooth communication when school opened we formed an advisory committee including the assistant principal, department heads, and key staff people. This group met frequently with the principal to work out the mounting pile of detail.

Public relations. As soon as building conditions permitted, the superintendent arranged public tours through the plant, with members of the administrative and teaching staffs as guides. Though it was time-con-

By Ralph Wright, principal, and Jennings Johnson, assistant principal, of the new John Marshall Senior High School in Rochester, Minn.



Opening day: before the final bell sounded, every student was at his desk.

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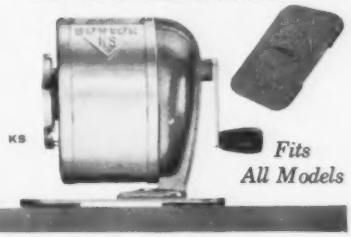

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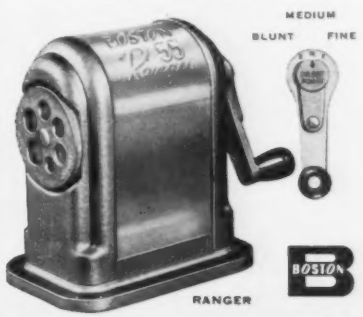

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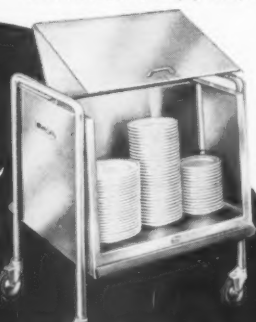

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Moving (continued)

suming, it helped all of us to a deeper understanding as we answered the different questions each group raised.

One word of caution: When you walk persons through a new building, it is natural to point out the unusual features. But don't let the visitor leave thinking that schools these days consist only of carpeted family living rooms, swimming pools, and plush faculty lounges. A walk through typical classrooms may not be as exciting, but enough of these should be visited to let the visitors know that the academic is still the largest portion of the school.

Opening day. This can be mad confusion or a model of orderliness. Fortunately for us it was the latter. The week before school opened the local newspaper agreed to publish detailed floor plans of the building and a list of the students' homeroom numbers. Student council members (who had been invited to the school several days beforehand for briefing) served as guides and information hosts. By 8:15 on opening day, five minutes before the final bell rang, every student was in his assigned place. (This procedure was so successful we continued it the following September.)

First year blues. Students and faculty can be expected to feel some of the insecurities of displaced persons during their first year. Senior class is the hardest hit—here you can expect an outbreaking of "acute senioritis." Nostalgia for the old school ("their" school) may be reflected in the seniors' resistance to the new regulations. And tensions will run high among the students generally as they discover weaknesses in the building and oversights in planning.

You can expect the first year to be a gradual transition from cold unfamiliarity to warm pride. It helps, we found, to place less stress on the new facility and more on the people in it. By the second year we began to enjoy the new building. One incident proved that the transition had been made: the student council requested that the school's initials, *J.M.*, be painted in the center jump circle on the basketball court. •

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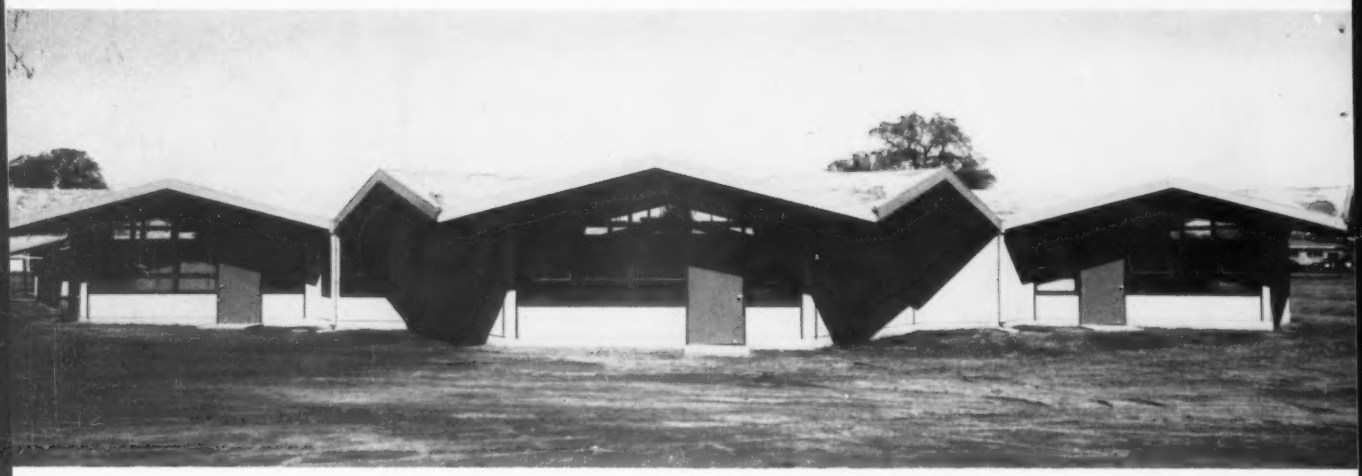
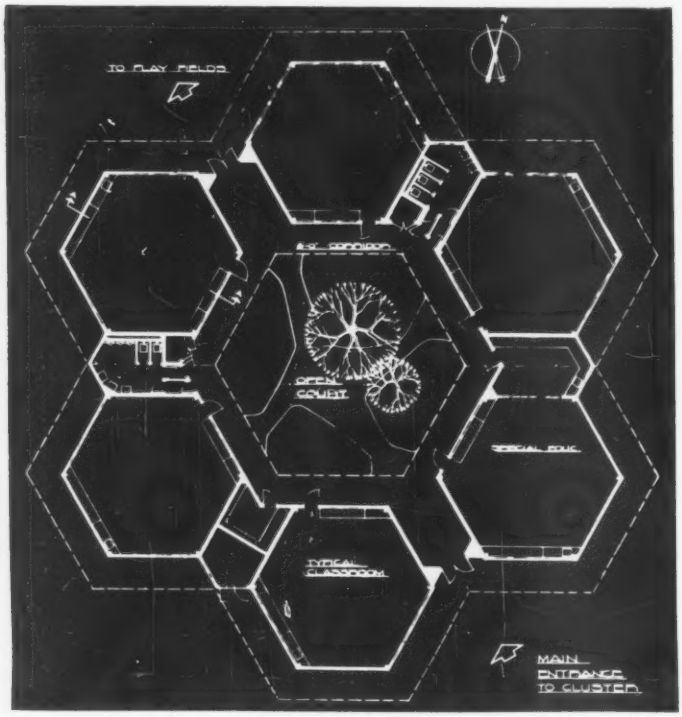


PLANT NEWS

Hexagonal Clusters

The only right angles in the new Northridge Elementary School, Orangevale, California, are those that define the basketball courts on the school's playground. The plant itself, designed by Barovetto and Thomas, Architects, Inc., of Sacramento, consists of clusters of hexagons.



Two clusters, each with six hexagonal-shaped classrooms grouped around a central court, house primary and intermediate grades. Another cluster of three contains two kindergartens with play area and administrative offices. Another six-room cluster and a multi-purpose building are earmarked for future construction. The units are connected by covered walkways.

Each cluster is self-contained with toilets, teachers' workrooms, storage, alcoves for special education, and mechanical equipment room (see floor plan of typical cluster). Each room has windows on four of its six sides—one side looks onto landscaped center court—for maximum entry of light and air. Other advantages of the hexagon: no dead corners, greater flexibility in classroom arrangements.

The buildings are on knolls of the hilly, ten-acre site. Flatter areas are left free for playgrounds. Maximum economy, reflected in the $13 per-square-foot cost, was achieved by the single structural component which frames each room. Steel bents of identical size and shape form the classroom shell, frame the kindergartens and administrative units, and extend over walls for overhangs and corridors.

Walls are wood studs and have an exterior surface of cement stucco and integral color. Other exterior finishes: ceramic tile, wood fascia, plywood soffits, and steel sash.

Interior finishes are vinyl plastic over gypsum board for the wainscot, latex on gypsum board walls, enamel trim, acoustic tile ceilings, and vinyl-asbestos flooring on concrete slab.

The built-up roof has a gravel surface. Rooms are warmed by radiant heat in the floor slabs.

Present capacity of the school is 506 students. State aid covered all costs for this $341,170 structure. •

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The Right Hand of Teaching

Aid good teachers to utilize their skills to greatest advantage, accelerate their teaching pace, work with larger groups—these are the important benefits being derived from the use of Beseler Vu Graph Overhead Projectors. Operated from the front of a fully lighted room the Vu Graph is a teacher's "electric blackboard." Facing the class at all times, the teacher projects what she writes, **as she writes it.** A new word appears on the screen the instant she says it...step by step a problem is solved before the eyes of the entire class as she explains it. Almost without effort the Vu Graph becomes her "right hand of teaching."

To learn about the specific benefits of Vu Graph Overhead Projectors for your school write for a free, "no obligation" demonstration . . . or "Vu Graph As An Instructional Aid," a free, informative booklet written for teachers by teachers.

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2 STAND ON IT! Stand on rear of seat; lean back. If it's a Samsonite, don't worry. Samsonite chairs *never* tip over. Perfectly balanced. Amazingly strong, too. (The man above weighs 240 lbs.)

3 "UNBALANCE" IT! Place book or pads under leg of chair. Sit, as shown. If chair tilts or wobbles, it's not a Samsonite. All Samsonite folding chairs are *self-leveling*.

4 "TORTURE-TEST" IT! Lift front legs off floor; "walk" chair forward and sideways. Only super-strong construction (Samsonite's electrically welded tube steel) can take this kind of punishment repeatedly.

5 FOLD IT! Grasp chair back; put foot on cross brace; pull gently. Samsonite chair will fold easily. (While you're at it, place finger in seat hinge. No danger. Samsonite *safety* hinge can't pinch.)

6 SIT IN IT! Instantly you'll know the difference. Observe that Samsonite folding chairs are contour-designed (both seat and back rest) for maximum comfort. Good looking, too.

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Samsonite FOLDING CHAIRS

EXECUTIVE'S BOOKSHELF

EDUCATION FOR THE EMERGING AGE

By Theodore Brameld. New York: Harper & Brothers. 244 pp. $5.

If you know Brameld's *Ends and Means in Education,* published ten years ago, you will have an especial interest in reading this to see the growth and change in his ideas about both ends and means. If the earlier book escaped you, this stands well on its own feet.

Two threads run through the whole discussion. Reconstructionism is the apex of responsible social philosophy, and the philosopher has new and central roles to play in the actions, plans and theories, and in the collaboration of activists and scholars which are the indispensable means to a better society.

One doesn't have to follow Mr. Brameld in any disciple sense to make these journeys of a powerful mind useful and stimulating to read.

EDUCATION IN THE FORMING OF AMERICAN SOCIETY

By Bernard Bailyn. Chapel Hill, N. C.: The University of North Carolina Press. 147 pp. $3.50.

All of OVERVIEW's readers are by definition interested in the history of education. Many have taken university or college courses by that title. Yet few will have sat under a member of the history department for such a course.

Professor Bailyn of Harvard's history department does not so much supply the deficiency as point out the need for the historian's approach. His book makes a number of contributions. In a few pages he demonstrates the inadequacies of the conventional histories of education with their institution-centered approach. Then from page 14 to 49 he illustrates the more fruitful study of American education as a total cultural evolution. This section is worth the reading by practitioners as well as professors and scholars.

The second, longer essay is of special interest and value to historians and teachers of the history of education. It is a bibliographical essay full of fascinating glimpses of history resources rarely tapped by the writers of the history of education.

Written primarily for historians, as part of a project called Needs and Opportunities for Study, every student (and teacher) of education will find in it a new appetite for learning, new challenges to scholarly investigation.

THE SELF-CONSCIOUS SOCIETY

By Eric Larrabee. Garden City, N. Y.: Doubleday & Company. 188 pp. $3.50.

There's no anger nor even indignation in this, the latest (if not the last) of the line of let's-look-at-us books. There is provocativeness, perspective, and insight. There is readability and good writing, and blessed brevity without sacrifice of either coverage or comprehension.

Americans are self-conscious. Since our early days we have been struggling not to discover but to invent what it is to be an American. We live not in a status system but in its wreckage, for in the very process of exploiting status we destroy it.

These may give the flavor of Mr. Larrabee's thinking. It's not overly bland, but it is thoughtful discourse rather than angry outcry or call to arms. We like it. Put it beside your bed or take it along on your next plane trip.

THE INFORMED HEART

By Bruno Bettelheim. Chicago, Ill.: The Free Press. 309 pp. $5.

This is a disturbing book. Its theme is a great one: "the daring heart must invade reason with its own living warmth even if the symmetry of reason must give way to admit love and the pulsation of life." But like all books with great themes this one is neither soothing nor prescriptive. The title is even a little misleading, in today's context of sure-cure literature.

School psychologists and guidance people who struggle to understand behavior and modify attitudes will have a special interest in Bettelheim's discovery that psychoanalysis is not an especially good tool for understanding man in his entirety. All of us will pay special heed to his well-documented assertion of the power of environment to change personality.

For the general reader Chapters 2

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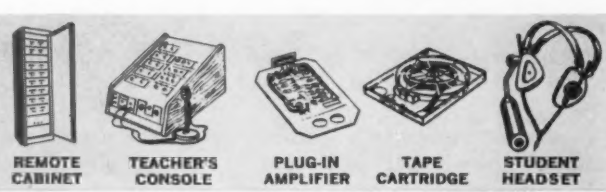

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and 3 have special applicability as we strive to identify and solve the subtle as well as the obvious problems in retaining individuality and freedom in a mass society. The remaining chapters, which make up the bulk of the book, give the specific experiences and observations, from within the concentration camp, which led to his new insights. These are horrible reading, not in the sense of TV horror films, although they are invested with that too, but in the revelation of changes in character and personality induced in the "strongest" and "best" by the humanly unbearable environment.

This is not for quick perusal. It demands and gets one's full attention. Yet it needs to be taken in several doses and is organized accordingly.

LABOR-MANAGEMENT DYNAMICS

Published by the Board of Education of the City of Detroit. 208 pp. $3.50.

This is obviously a three-purposed book. Secondary school teachers of the social studies will want a copy for themselves. Many will use it as a text or source-book for upper classes. And while the process of producing agreement on the basic objectives and on the content of the book surely led to better common understandings among the representatives of labor and management, the production itself must have had a powerful impact in Detroit which could do only good for the schools.

Superintendent Sam Brownell calls it probably the first "negotiated" text book in history. Our hats are off to him and his associates for the wisdom and energy to undertake such a task and to Miss Elsie Beck, director of social studies for the Detroit schools, for her leadership in getting the job done. The Citizens Advisory Committee on Detroit School Needs undoubtedly helped establish the atmosphere in which such a project was possible and so widely supported.

The content is specific and detailed on such matters as collective bargaining, right-to-work, closed shop, union shop, Taft-Hartley and protective tariffs, each in historical perspective. Be sure your social studies (or college economics) department sees this.

QUEST FOR QUALITY—Approaches to School System Evaluation—14 pamphlets (12 of 32 pp.; 2 of 48 pp.)

Available from National School Boards Association—American Association of School Administrators. Single copy, $1. Complete packet, $10.

Every school district will want #14 which is an overview and summary of the first 13. Large city school districts are described in #1 and #2; suburban districts in #3 and #4; medium industrial city districts in #5 and #6; residential city districts in #7 and #8; small industrial in #9 and #10; county unit districts in #11 and #12; and college city districts in #13.

Executive Secretary Lewis E. Harris of the Ohio School Boards Assn. and Professor Clyde B. Moore of Cornell directed the project and authored the final volume. The effort to describe how school systems evaluate themselves was sponsored jointly by

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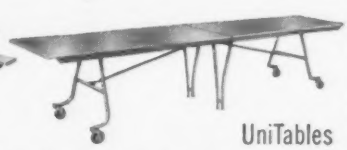

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the two national organizations and was supported by the Fund for the Advancement of Education.

The final pamphlet is good reading for administrators and board members in public school systems.

HUMAN VARIABILITY & LEARNING

Edited by Walter B. Waetjen. Washington, D. C.: Association for Supervision and Curriculum Development. 88 pp. $1.50.

It will be a shame if this book gathers dust on the shelves of curriculum directors. Anyone who takes pride in educational leadership not only should read it, but use it as a guide to the reëxamination of the philosophy, organization, and teaching in his institution.

Of course it raises more questions than it settles. So does any research. But it is closely reasoned, supported by research, and compact with implications for the teaching-learning situation.

It's hard to select a single paper—all six are excellent—but Utah Professor Taylor's "tentative description of the creative individual" is as good a summary of what we know and suspect about the subject as can be found.

No ivory-tower stuff, this. If we're going to make education meaningful and not ritual, this is one of the significant starters for the process.

TELEVISION AND OUR SCHOOLS

By Donald G. Tarbet. New York: The Ronald Press Company. 268 pp. $5.

Not many of us have much experience in using television effectively in the enrichment of the curriculum. This book is for those who are interested in developing and presenting programs for in-school viewing.

In the words of the preface: "the book describes the techniques essential for direct teaching by television and offers program ideas for school, college, in-service, and adult education purposes. It points out administrative problems which must be faced in conducting programs and explains the importance of proper facilities and equipment. Innumerable school, college, and commercial endeavors are cited throughout the book as examples of what can be accomplished with the medium. Special attention is given to how to use television in interpreting the function of education to the public, and a final chapter is devoted to future prospects for the increasing effectiveness of television in education."

Simple and lucid enough for the tyro, it will still be of interest to those already deeply involved.

LETTERS TO MY TEACHER

By Dagobert D. Runes. New York: Philosophical Library, Inc. 105 pp. $2.75.

To call this collection of essays in letter form warmly human is not enough. To read them is like sitting in front of a fire with an old friend of advanced years and mellow but sharp wisdom.

The reviewer found them a delight—one of those few books from which he just had to read excerpts aloud.

Perhaps you'd better be careful to

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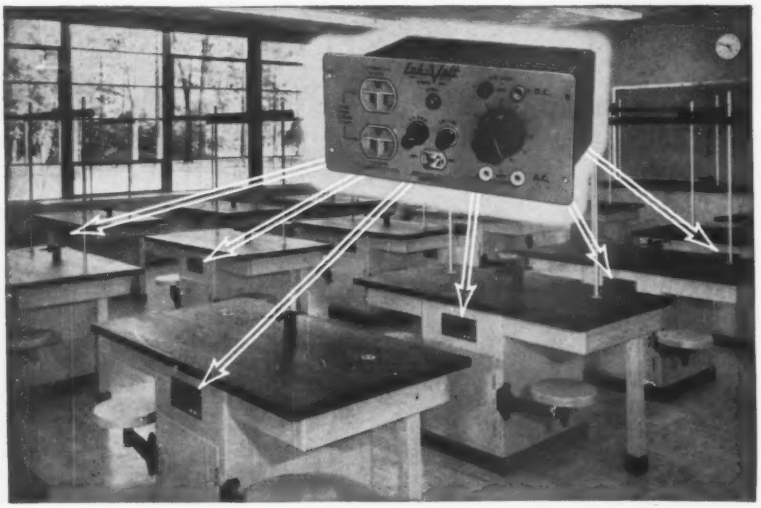

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* "Maintenance of Vinyl Asbestos Tile and Asphalt Tile Floors," published by the Institute, N. Y. 17, N. Y.

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EDUCATION AND MANPOWER

Edited by Henry David, National Manpower Council. New York: Columbia University Press. 326 pp. $5.

Since 1954 the National Manpower Council has published a number of volumes and reports. This book brings together the important material on education excerpted from all of these. Although nearly every chapter is familiar to those who followed the earlier publications, the collation is useful and the material is still significant.

Many points of view find expression, as in the section on vocational education for example. But it is surprising to see how much the ideological differences are narrowed down and how common actions for improvement seem possible.

The Council serves an important function in looking at America's needs as a whole. Those concerned with education for any of the vocations, at any age level, will find this overview helpful.

THE CHARACTER OF THE EXECUTIVE—Eleven Studies in Managerial Qualities

By Perrin Stryker. New York: Harper Torchbooks, The Academy Library. 237 pp. $1.60.

Executive development program directors will surely want this book even if they followed the *Fortune* series from which much (but not all) of the material was taken. Not really case studies in full detail, the chapters do illustrate the complex job of management well. More specifically they explore what is meant by such qualities as good judgment, cooperation, and getting along with people.

This is engagingly written. All those interested in theories of man-

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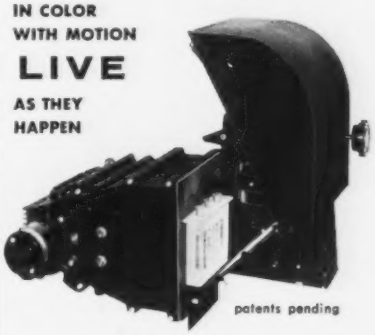

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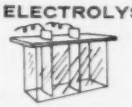
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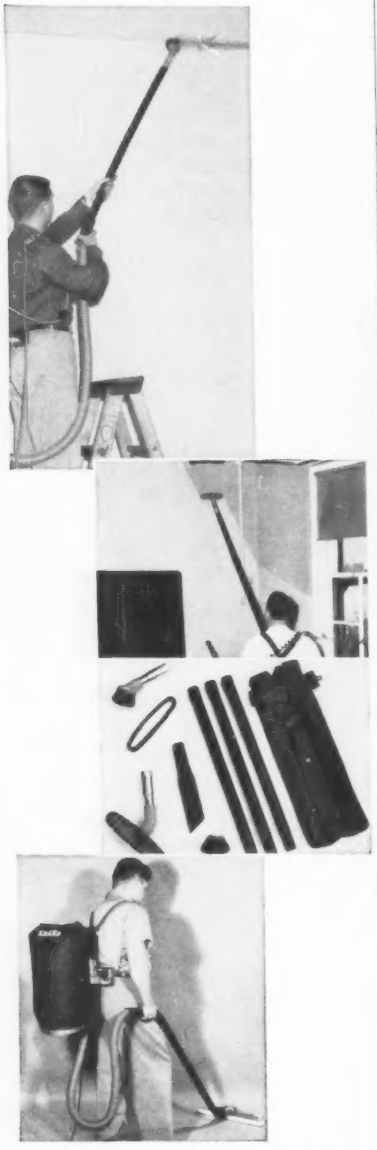

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agement and administration or who are in corporations themselves will enjoy and profit from it. It presents no new theories, but is an exercise in illumination.

WHAT PRIORITY FOR EDUCATION?

By David D. Henry. Urbana, Ill.: University of Illinois Press. 92 pp. $2.50.

This is another of the little books which gives a busy and thoughtful university president a deservedly wider audience. Although there is a chapter on public schools, the major appeal is to fellow educators in institutions of higher education.

President Henry is not alone but is a leader among state university people in his appeal for the joining of all the institutions both private and public in measures to help all meet the needs of the decades ahead. He holds a view of the role of the Federal Government in higher education which supports the use of federal funds to strengthen public, private, and church-related institutions alike.

THREE FREE PLANT PAMPHLETS FROM EFL

Among the many useful functions of the Educational Facilities Laboratories has been the preparation of reports valuable for their content and delightful for their format. Three quite different pamphlets have recently become available. Write to Educational Facilities Laboratories, Inc., 477 Madison Avenue, New York 22, N. Y.

New Schools for New Education is a report of a block-busting conference of leading architects and educators on the implications of the Trump report for secondary school building. The summaries are fine and informative, but the unique value is in the architectural presentations reproduced here. *Schools for Team Teaching* includes profiles of nine new elementary school buildings designed for team teaching. They represent clear and imaginative responses of a number of architects, not all well-known, to the challenges of new definitions of program. The total effect is to add to EFL's deserved reputation

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Published by The Advancement and Placement Institute, Box 99, Station G, Brooklyn 22, N. Y. 54 pp. $3.

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Study Abroad: International Handbook (on) Fellowships, Scholarships, Educational Exchange.

UNESCO. International Documents Service, Columbia University Press, 2960 Broadway, New York 27, N. Y.

Information in three languages on 100,000 individual opportunities for international study and travel in 1960–61 and 1961–62.

Those First School Years

Published by The National Elementary Principal, NEA, Washington, D. C. 254 pp. Single copies, $4; 2–9 copies, 10% discount; 10 or more copies, 20% discount.

Guidance For the Academically Talented Student

Published by NEA, Washington, D. C. 144 pp. Single copy, $1. Discounts on quantity orders.

The AV Index

Published by Audio-Visual Research Institute, 1346 Broadway, Detroit 26, Mich. 52 pp. Single copy, $1.50. Bulk discount rates.

The Audio-Visual Equipment Directory—Seventh Edition

Published by National Audio-Visual Association, Inc., 1201 Spring Street, Fairfax, Viriginia. 294 pp. $4.75. ●

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Is Your Staff Policy–Wise?

Too many administrators look on communication as an outward process only—the reporting of educational information to the public at large—and entrust internal communication to the grapevine.

In a study of personnel policy practices in California, for example, I found that 12 percent of the school districts work without formulated policies and, just as bad, that 25 percent of the districts which have policies do not have them in a form available to the staff. When I asked one teacher how communication functioned between administration and staff in her school system, she replied bitterly, "I don't know enough about it to make an intelligent reply. The majority of the teachers here are equally uninformed."

The problem of developing personnel policies, as it emerged from the California study, comes down to three very necessary steps: policies should be drawn up to cover all phases of an educational system's activities; they should be developed cooperatively; and they should be printed and distributed to each employee to whom the policies pertain.

No system, not even a small one, can run its organization properly without a written plan of action. The man who keeps his office in his hat is begging trouble. If policies are developed on the spur of the moment to meet each new situation, the policy-maker is kept on the defensive. As one teacher described policy-making in her district: "Some parent gets aroused over something and makes so much noise that the superintendent calls the principals and dictates a new policy over the phone." This is a position of weakness which affects the internal organization of any school system. The only way a system can operate successfully is from a position of strength by anticipating problems and developing the methods for dealing with them.

But policy formulation is not a one-man job. Every member of the staff who is to be affected by a policy should have the opportunity to help make it. Participation may be direct or, to keep the working group small, indirect through representatives. In either case, policy proposals should be submitted to all personnel for their reaction before they are officially adopted. Teachers teach democracy in the classroom and have a right to expect it in the central office. If they don't find it there they react like the teacher who reported, "The superintendent formulates personnel policies here, and somehow they always sound like reprimands."

The democratic method of developing policies utilizes the creative thinking and experience of many persons. The policies recommended at the staff level are bound to be more practical than those developed in the central office behind closed doors. Cooperative formulation of policies does not rule out leadership from the top; instead it demands it. Leadership is needed to draw out the creative thinking of the group and to unify divergent ideas into a sound and sensible statement. Whether everyone agrees entirely with the final policies is not important—but they will know the policies and understand the reasons behind them.

This brings us to the third procedural step: informing the staff. After a set of policies is adopted it should be printed—preferably in handbook form—and distributed to all personnel and made available to the public. In this way school policies serve their function. They inform personnel and are a ready reference when problems arise and a course of action needs to be plotted. ●

By Russell Johnson, principal in the Paramount, California, Unified School District.

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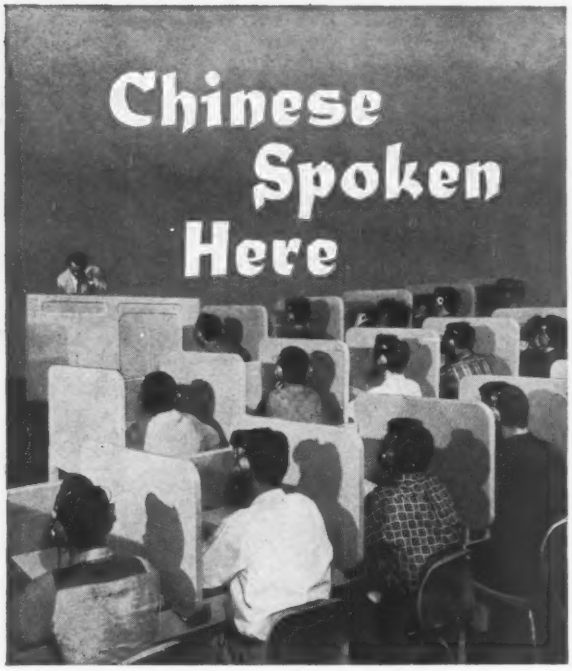

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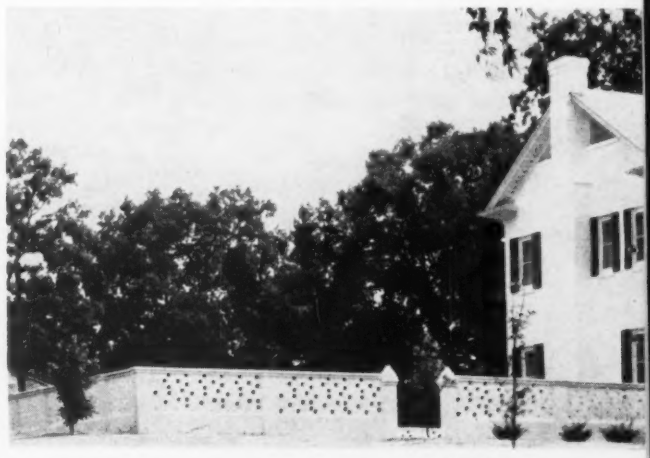
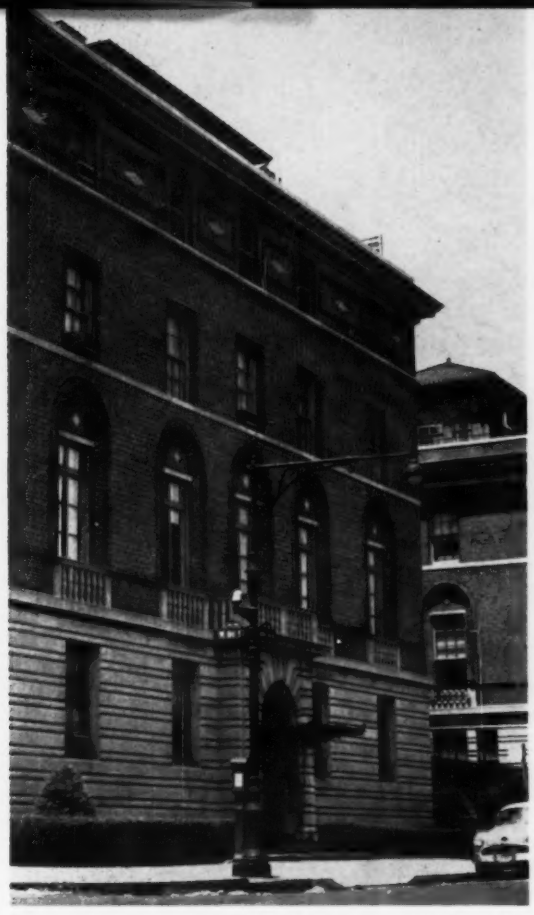
SOUTHERN HOSPITALITY: *Clemson (S. C.) College president Robert Edwards is firm believer in the "open door."*





EISENHOWER SLEPT HERE: *President's home at Columbia University is presently occupied by Grayson Kirk.*

are also entertained in their home "in the traditional hospitality of the South." The president's home at Indiana University, Bloomington, is a center of year-round activity. Students, faculty, and campus visitors are guests of its occupant, Herman Wells, who is host to a full calendar of receptions, teas, and dinners. Guest lists at the home of Columbia's chief executive have included American presidents, prime ministers, artists, and scientists. Pres. Grayson Kirk is maintaining this tradition at Columbia. •

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Beauty

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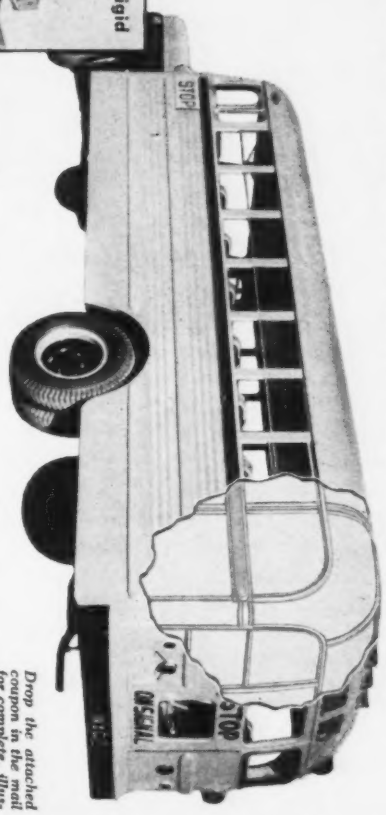

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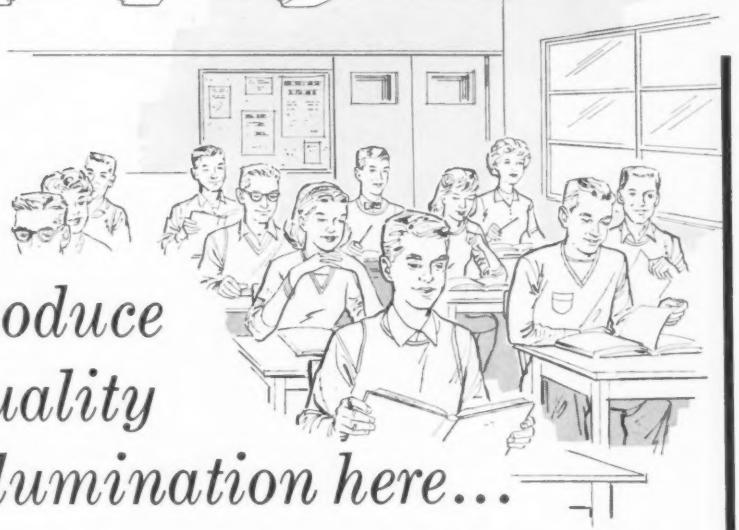

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The benefits of quality school lighting are obvious—ease of learning, fewer mechanical mistakes, less eye-strain, more pleasant atmosphere.

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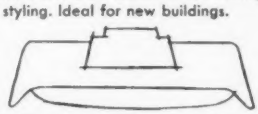
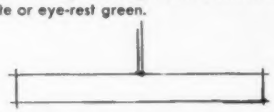


SCOTT SERIES—Extremely efficient and attractive. One-piece wraparound shield in either white or eye-rest green.



HQ SERIES—Luminous indirect units combining high lighting levels and low brightness. For suspension mounting only. HO or VHO lamps.

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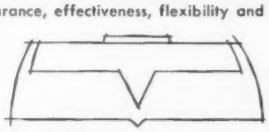

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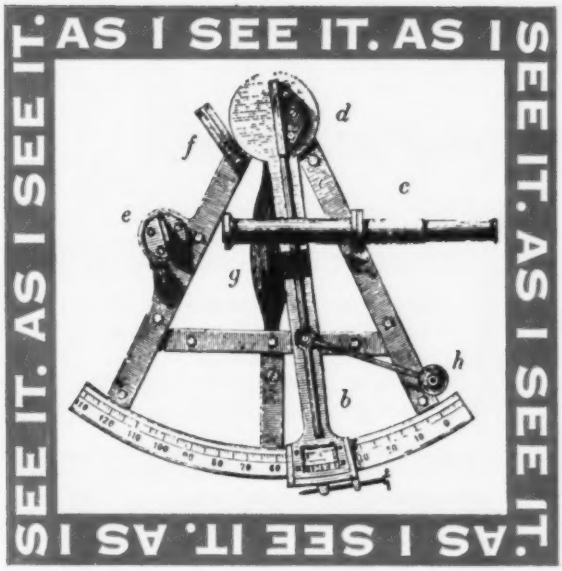

Educational Plant in the 1960's

Walter D. Cocking comments on the current scene

NEARLY 85,000 EDUCATIONAL buildings were constructed in the 1950's. During the 1960's America must plan and build additional school and college plants at a rate yet unprecedented. It is time that we survey the work and accomplishment of the past and apply that experience to future construction.

Our poorest performance has been in the educational planning of these buildings. Educators talked about its importance in conferences and in magazines and architects emphasized their need for it, yet few buildings were truly educationally planned. Perhaps we don't yet know how to plan or have refused to take the time to do it thoroughly.

But enough instances existed to more than justify the effort of good planning. Look at the work of professional and citizen groups in drawing up the educational specifications for Heathcote Elementary School at Scarsdale, New York; the work of planning groups at Andrews, Texas, under the leadership of Superintendent T. A. Roach; the exemplary cooperative planning of the Colorado College groups; and the three-year planning of Schenectady's Harry J. Linton High School. The educational planning of the college of education building at Michigan State University, headed by Professors Donald Leu and Karl Hereford, led to the design of one of America's best college buildings.

Educational planning has been given a boost by professional educational consultants. While this assistance can be of great value, those providing such assistance are obligated to demonstrate competency. Today such is not the case. Many so-called and practicing consultants have little to contribute. The consultants themselves must police their own households or else regulatory measures may be expected.

As the 1950's wore on it became increasingly difficult to discover superior architectural planning and design. We reached a plateau and further ascent seemed impossible. Why? Because many firms tended to repeat a favorite design of earlier years, or just got fat on more jobs and clients than they had ever had before. And because of the specters of increasing costs.

There was some creative design, of course. One must pay homage to the work of Mario Ciampi, Robert E. Alexander, Minoru Yamasaki, Linn Smith, William Brubaker, the W. W. Caudill team, Warren Ashley, the Architects Collaborative, Ralph Burkhard, Richard Butterfield, Vincent Kling, Gyo Obata, Robert Price, Frances Sellew, Thorne Sherwood, Hugh Stubbins, John Warnecke, and John Lyon Reid. Enough creative talent exists to offer hope that great advances in design may be expected in the sixties.

Another reason to hope for better schools in the future is the rapid advance of engineering. But there is still need for more and better modular coordination in the design and construction of educational buildings. And much more engineering is needed to increase building performance and to reduce labor and construction costs. Manufacturers of building products need to coordinate their research and planning to bring this about.

Everyone grew acutely cost conscious in the 50's. No one objects to economy; indeed, all are for it. However, when a piddling saving results in an inferior product or increases maintenance costs over a building's lifetime, the initial saving becomes itself a costly extravagance.

Everyone concerned has a real responsibility in helping to develop public understanding of the relation between costs and results. How we discharge it will be most important in forming the quality of education for the 1960's. ●

OVERVIEW'S *editorial consultant, Walter D. Cocking, has been named an honorary member of the American Institute of Architects for his "distinguished service to the profession."*

"Nous étudions le français intermédiaire."
"We're working on intermediate French."

"Nous sommes en train d'étudier le français élémentaire."
"We are studying elementary French."

"Nous avons manqué la classe hier et nous ratrappons les leçons que nous avons manquées."
"We were absent yesterday and are making up the lessons we missed."

"Ce système-ci nous permet d'apprendre d'autant plus rapidement, nous suivons des cours de français plus avancés."
"This system enables us to learn so much faster, we are taking more advanced French lessons."

"Hacemos tareas en español durante nuestro período de estudios."
"We're working on Spanish assignments during our study period."

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EDUCATION ROUNDUP

Public • Private • Military • Business • Labor • International

Sudsy News

Grants totaling $75,000 a year to five graduate schools of education have been awarded by Procter & Gamble as the newest phase of its "program for educational leadership."

The graduate schools of education at the University of Chicago, Stanford, Columbia, Harvard, and George Peabody College for Teachers are recipients. Their grants will be renewed annually for at least the next five years, according to P&G Chairman Neil McElroy.

McElroy described the five schools as "among the relatively few in this country which not only train teachers but also, through research, advance the art of teaching."

The grants carry no restrictions, McElroy said. Harvard President Nathan Pusey called the grants a recognition by industry that it has a stake in the education of teachers.

New Diggings

The Office of Civil and Defense Mobilization is pushing ahead with survival education in U. S. schools. Latest plan is a nationwide program to teach high school students how to build fall-out shelters.

Agreements have been signed with 350 schools; arrangements with 250 more are in progress. Each school will receive a $250 materials allowance.

House, Senate Re-Write Administration's Aid Bill

President Kennedy's $5.6 billion aid to education program faces a long, hard fight in both the Senate and House. Although Congress will enact its first school aid bill this year, observers say, the odds are against passage of the President's version. His provisions included:

- Grants to states of $2,298,000,000 over the next three years for public elementary and secondary schools. Money would be used—at the state's discretion—to build schools or pay teachers salaries.
- A five-year $557 million federal scholarship program to send 212,500 "talented and needy" young people to college. Grants would average $700 with a $1,000 maximum, distributed through competitions by the states. Colleges would receive $350 for each recipient enrolled.
- Extension of the ten-year-old college housing loan program for another five years at $250 million annually to help build residential housing for students and faculty. (It's $200 a year under the present law.)
- Inauguration of a new five-year low-interest loan program of $300 million a year to help colleges build academic facilities.

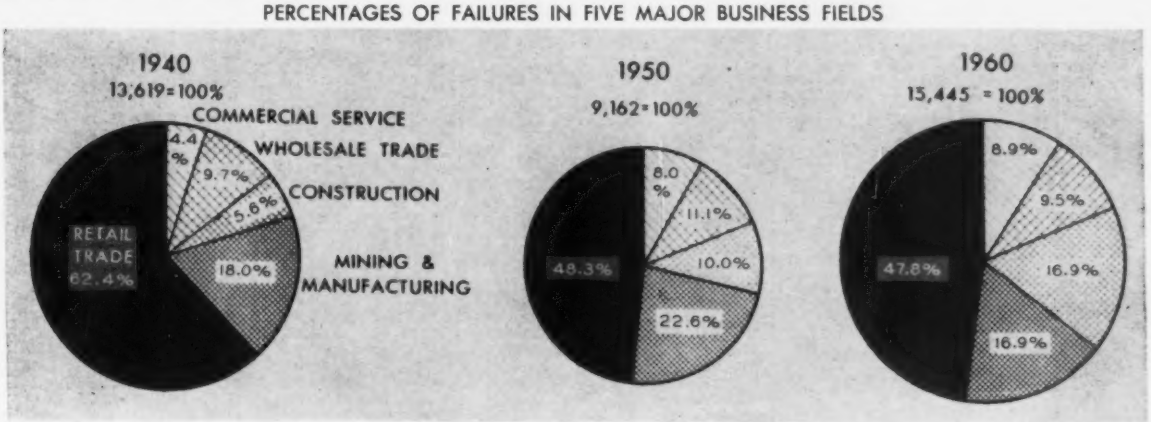
The President called the program "modest." It represents a smaller outlay in federal assistance to public schools than either the bill passed last year by the Senate ($900 million a year for two years) or the recent recommendations of the Hovde task force ($1.4 billion annually for the next four and a half years). Nevertheless, the National Education Association has strongly endorsed the message and pledged "support without if's or but's."

The measure incorporates a dual equalization program into its provisions in an attempt to equalize the quality of education within an individual state as well as among all states.

The proposed distribution formula is based on the average income level in each state as compared with the

Snapshot of Business

PERCENTAGES OF FAILURES IN FIVE MAJOR BUSINESS FIELDS

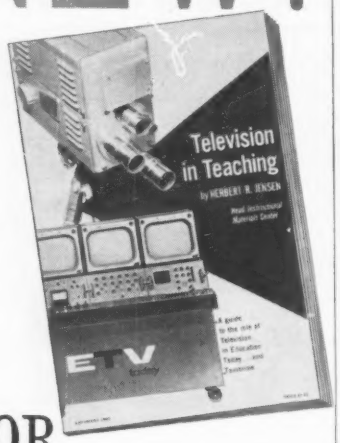


Business failures are running at the highest rate per 1,000 listed concerns since 1939. Construction is hurt worst of all. Retail trade fighting hardest to stem the tide, although showing the largest percentage. 1961 rate of failure in South Atlantic states now twice the 1960 rate. Michigan, Ohio, Arizona also show serious rises. Schoolmen in these areas can see future declines in ratables; colleges note a tightening of private financing.

Courtesy, National Industrial Conference Board, Inc.

Circle **OV-265** on reply card, last page

NEW!



FOR EDUCATIONAL TV PLANNERS

"Television in Teaching"
by Dr. Herbert R. Jensen, Supervisor, Instructional Materials Center
Public Schools, Greenwich, Conn.

Published for administrators, school boards and teachers by DAGE/TRW . . . pioneer in electronic equipment and tested techniques for education. This valuable 28-page book explores television's unique potential for improving educational productivity and communication efficiency.

Of particular interest are 17 conclusions covering fundamental pedagogic and operational considerations. Drawn from actual experience and research, they are logical guidelines to the detailed organization and planning steps within a framework of a school's needs, goals and finances.

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Roundup (continued)

national average. Nine high income states would receive the minimum allocation of $15 per pupil in average daily attendance. The top amount provided per pupil would be $29.67 in Mississippi. The President also stipulated that 10 percent of each state's federal support be set aside to meet such special educational problems as schooling of children in depressed areas and slum neighborhoods, education of migrant farm children, and programs for the retarded and gifted.

One of the main objections to the proposal is based on the distribution formula which, critics feel, is too generous to low-income Southern states. Other criticism has been leveled at the proposal to assist with teacher salaries, the exclusion of parochial students, and the lack of enforcement of the Supreme Court's desegregation decision.

House Speaker Sam Rayburn (D-Tex.), remains opposed to federal aid for teachers salaries. A large bloc of Republicans and conservative Democrats feel the same way.

Rep. Adam Clayton Powell (D-NY), chairman of the House Education and Labor Committee, is the center of the racial controversy. Powell hailed the Kennedy proposal as "dynamic," but he threatened to press for an anti-segregation rider. However, HEW Secretary Abraham A. Ribicoff called it a "tragedy to put on the back of education . . . the problem of civil rights."

The religious issue will also play a prominent role. Catholic leaders have demanded that the Kennedy bill be

THE KENNEDY PLAN—The two columns under each fiscal year give the state's allotment and the amount for each pupil (based on average daily attendance in public schools.)

	Fiscal Year 1962		*Fiscal Year 1963*		*Fiscal Year 1964*	
Alabama	$ 19,691,692	$27.27	$ 22,583,245	$31.06	$ 25,327,454	$34.65
Alaska	555,000	15.00	645,000	15.00	750,000	15.00
Arizona	6,260,276	22.60	7,619,234	25.74	9,043,884	28.71
Arkansas	10,538,844	28.18	11,874,871	32.09	13,101,790	35.80
California	52,733,321	16.82	64,313,909	19.16	76,414,133	21.37
Colorado	7,157,176	19.83	8,603,311	22.58	10,074,516	25.19
Connecticut	6,600,000	15.00	6,960,000	15.00	7,305,000	15.00
Delaware	1,155,000	15.00	1,215,000	15.00	1,290,000	15.00
Florida	19,120,968	20.65	23,494,752	23.52	28,120,464	26.23
Georgia	22,014,247	26.05	25,488,608	29.67	28,859,731	33.10
Hawaii	3,121,256	22.95	3,711,812	26.14	4,285,832	29.16
Idaho	3,760,723	24.91	4,339,997	28.37	4,872,393	31.64
Illinois	23,310,000	15.00	24,060,000	15.00	24,780,000	15.00
Indiana	16,956,529	18.51	19,671,096	21.08	22,317,020	23.52
Iowa	11,280,457	21.20	13,016,980	24.15	14,680,475	26.94
Kansas	9,445,918	21.97	11,033,685	25.02	12,613,723	27.91
Kentucky	14,583,887	24.97	16,638,833	28.44	18,558,615	31.72
Louisiana	15,034,329	23.56	17,525,995	26.84	19,997,176	29.94
Maine	4,125,926	22.30	4,750,050	25.40	5,326,446	28.33
Maryland	8,976,670	16.09	10,773,691	18.32	12,629,855	20.44
Mass.	11,790,000	15.00	12,090,000	15.00	13,273,515	16.09
Michigan	27,070,253	17.67	32,079,528	20.13	37,150,155	22.45
Minnesota	13,062,937	20.28	15,270,830	23.10	17,445,053	25.77
Mississippi	14,687,634	29.67	16,255,415	33.80	17,565,544	37.69
Missouri	12,246,808	17.03	14,064,931	19.40	15,795,929	21.64
Montana	2,919,012	20.85	3,419,626	23.75	3,920,101	26.49
Nebraska	5,321,259	20.00	6,129,038	22.78	6,912,416	25.41
Nevada	952,274	15.87	1,174,979	18.08	1,411,359	20.16
New Hamp.	1,734,218	17.70	2,035,633	20.15	2,337,963	22.48
New Jersey	14,400,000	15.00	14,985,000	15.00	15,555,000	15.00
New Mexico	5,275,194	24.88	6,263,277	28.34	7,302,037	31.61
New York	37,650,000	15.00	38,715,000	15.00	39,735,000	15.00
N. Carolina	27,905,485	27.25	32,093,440	31.04	36,142,562	34.62
North Dakota	3,100,067	24.60	3,558,869	28.02	3,969,490	31.26
Ohio	28,735,988	16.30	33,879,936	18.56	39,031,368	20.71
Oklahoma	11,951,838	24.39	13,723,715	27.78	15,400,110	30.99
Oregon	7,095,843	20.10	8,356,592	22.89	9,601,681	25.54
Penn.	26,880,000	15.00	30,986,280	17.06	34,942,097	19.03
Rhode Island	1,800,000	15.00	1,845,000	15.00	1,974,787	15.67
S. Carolina	15,228,456	28.25	17,537,616	32.18	19,776,441	35.89
South Dakota	3,262,057	23.81	3,796,681	27.12	4,295,246	30.25
Tennessee	19,542,885	26.13	22,526,242	29.76	25,390,845	33.19
Texas	40,262,707	21.40	47,368,850	24.38	54,438,623	27.19
Utah	5,778,627	25.34	6,725,922	28.87	7,662,943	32.20
Vermont	1,459,990	21.16	1,638,770	24.10	1,827,851	26.88
Virginia	17,846,093	22.88	20,821,009	26.06	23,746,498	29.07
Washington	11,408,373	19.67	13,486,454	22.40	15,567,293	24.99
West Virginia	10,658,865	25.56	12,110,817	29.11	13,443,253	32.47
Wisconsin	11,615,012	17.63	13,630,448	20.07	15,650,932	22.39
Wyoming	1,541,357	21.11	1,803,631	24.05	2,065,380	26.82
District of Columbia	1,620,000	15.00	1,620,000	15.00	1,635,000	15.00
Guam	363,080	27.93	445,341	31.81	567,685	35.48
Puerto Rico	14,243,895	27.93	17,050,201	31.81	19,904,454	35.48
Virgin Is.	167,575	27.93	190,860	31.81	212,882	35.48
Totals	$666,000,000	$19.75	$766,000,000	$22.04	$866,000,000	$24.22

amended to provide long-term federal loans to private and parochial schools. They contend that this would "be strictly within the framework of the Constitution." The hierarchy of the Roman Catholic Church in the U. S. said that if a federal aid program were enacted that excluded non-public school childern, it would have "no alternative but to oppose such discrimination."

Protestant groups, on the other hand, commended the President for "maintaining the principle of church-state separation."

Republican opposition is in the form of two bills: Senate Republican Leader Everett Dirksen of Illinois is pressing for limiting federal grants to school construction on the basis of state need; Sen. Barry Goldwater (R-Ariz.) wants to increase local school tax money by granting a federal income tax deduction for local school taxes.

Raise Standards

Elementary school standards in Virginia will be upgraded by the state board of education.

In a new policy statement, the board put emphasis on the "three R's," raised the possibility of lengthening the school day and school year to provide "adequate time to teach and to learn," and asked that school organization be reassessed to make sure that efficient use is made of teachers' talents and training.

Other areas receiving attention: class size, school library needs, in-service training of teachers, use of teaching machines and other electronic equipment, and employment of part-time teachers and teachers' aides.

Hi-Lo Gaps

The gap in quality of education between rich and poor states is visible in the National Education Association's "Ranking of the States, 1961":

First in number of elementary school teachers with at least four years of college preparation—*Oklahoma* (99.7%). Last—*South Dakota* (17.4%).

Highest percentage of adults who have completed high school—*Utah*

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(48.9%). Lowest—*South Carolina* (18.6%).

Highest public school enrollment—*California* (3,600,000). Lowest—*Alaska* (42,400).

Highest amount of money spent per pupil for current expenses—*Alaska* and *New York* ($585). Lowest—*Alabama* ($217).

Highest percentage of revenue provided for public schools by state—*Delaware* (79.6%). Lowest—*Nebraska* (4%).

Lowest percentage of drop-outs before high school graduation—*Wisconsin* (5.1%). Highest—*South Carolina* (47%).

Highest average salary increase for instructional staff during past year—*Kentucky* (26%). Lowest—*Florida* (0.8%).

Highest average salary of classroom teachers—*California* ($6,700). Lowest—*Mississippi* ($3,415).

Lowest percentage of population 14 years and older unable to read and write—*Iowa* (0.9%). Highest—*Louisiana* (9.8%).

Circle **OV-267** on reply card, last page

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Schools everywhere are solving their classroom storage problems *economically* with Fabri-Form school trays. These trays store student's materials INDIVIDUALLY in home economics, kindergarten, science and chemical labs, art or work-shops, and have many other miscellaneous school storage uses.

Our sturdy plastic trays solve your existing storage problems *immediately*—yet are easily adaptable for later incorporation into a more elaborate storage system. Available in six sizes, all with individual label holders. Architects — write us for complete information!

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- **Lightweight and easy to handle — even by small children**
- **Six sizes with label holders**
- **Beautiful pale tan, grey or green colors**

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PLASTICS FABRICATORS

The FABRI-FORM Company, BYESVILLE 4, OHIO

Salary Hikes

Indiana and Ohio legislatures have introduced measures which would substantially increase minimum teachers salaries.

Indiana would grant a $900 increase over present minimums. If approved, starting teachers with a bachelor's degree would get $4,500 with a $5,800 maximum after twelve years. Holders of a master's degree would start at $4,700 and advance to $7,000 after twenty years.

The state Senate has already passed it; the House is expected to, also.

Ohio has been without a statewide minimum salary schedule since 1955. Fearing the loss of teachers to Indiana and other neighbors, four members of the Ohio House introduced legislation requiring an estimated $49.7 million more in state school funds annually. It would provide $3,250 to $4,300 for less than three years of training; $3,600 to $4,800 for three to four years training; $4,000 to $6,000 for a bachelor's degree; $4,200 to $6,200 for a bachelor's degree plus one year; and $4,400 to $6,600 for a master's degree.

Hold The Line

A freshman engineering survey by Wayne E. Tolliver and Henry H. Armsby of the U. S. Office of Education showed that there were 67,600 freshman engineers last year—down 100 from the previous year.

The drop is in contrast to a 12.4 percent increase in over-all freshman enrollments. The proportion of engineering students fell to a new low in 1960, comprising only 6.6 percent of all new college students. This compares with 7 percent in 1959 and 7.7 percent in 1958.

Total undergraduate engineering enrollment was 234,200—down 3.6 percent from the preceding year and

the smallest annual decrease in three years.

Graduate engineering enrollment reached new peaks: for the master's degree, up 5.1 percent; for the doctor's degree, up 14.2 percent.

The American Society for Engineering Education optimistically believes that within the next year or two, total engineering enrollments will again be showing annual increases.

Not Trained

Teachers do not take advantage of school libraries, charges the American Association of School Librarians. Fewer than 14 percent of teachers surveyed in a recent poll had had any pre-service instruction in the role and function of the school library, the Association says. As a result, AASL is attempting to interest teacher training institutions to cope with the problem.

Legal Transportation

The Supreme Court has again upheld the rights of states and cities to provide bus transportation for children attending parochial schools. At issue in the latest ruling was a Connecticut law which allows communities to provide school buses for nonprofit religious schools.

The town of Newtown took up this option after a town referendum. A group of tax-payers charged it was a form of government aid to religion. Connecticut's high court rejected their suit.

The Supreme Court refused to hear an appeal, reaffirming its earlier decision that the Constitution permits the use of government funds for buses carrying childern to religious schools.

To Africa

Recruiting is underway for 150 qualified American teachers to send to four African nations. The group would be a Peace Corps vanguard. Those selected will develop teacher training programs in Kenya, Uganda, Tanganyika, and Zanzibar.

Fifty teachers with some experience, fifty recent graduates of teachers colleges, and fifty liberal arts graduates will be selected. International Cooperation Administration and Columbia Teachers College are carrying out the program.

Teachers will get preliminary indoctrination and training at Makerere College in Uganda.

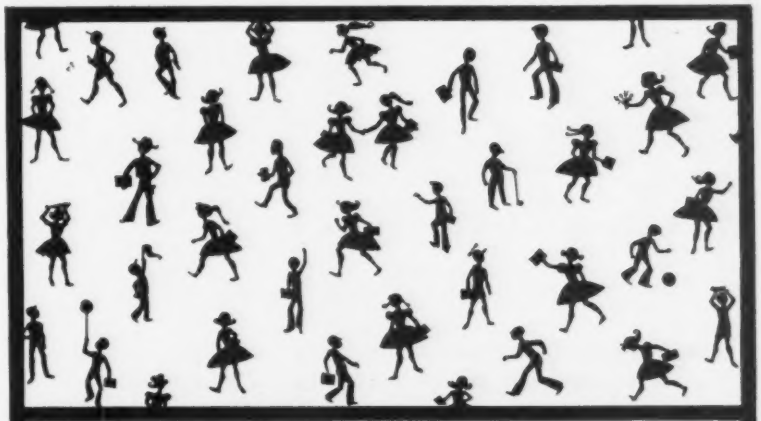
Salary will be based on local rates: $2,100 a year plus housing and other allowances (total: about $3000). They must agree to a two-year period of teaching somewhere in East Africa after training.

At least 200 African students are assured of four-year scholarships in American colleges and universities beginning this fall. Eighty institutions are participating in the African Scholarship Program.

Farmers in the Dell

The American Farm Bureau Federation, meeting at Denver, endorsed federal aid and controls for grains, flax, cropland adjustments, retired acreage, corn, dairy products, acreage

Circle OV-268 on reply card, last page



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These world-famous artists speak to the top men in education via the editorial pages of OVERVIEW. Their ideas are challenging and vital. Their suggestions for creativity in education spring from first-hand experience in the classroom. You won't want to miss these articles by four of our most creative citizens. Lively summer reading and a new dimension in educational journalism, found only in the pages of OVERVIEW.

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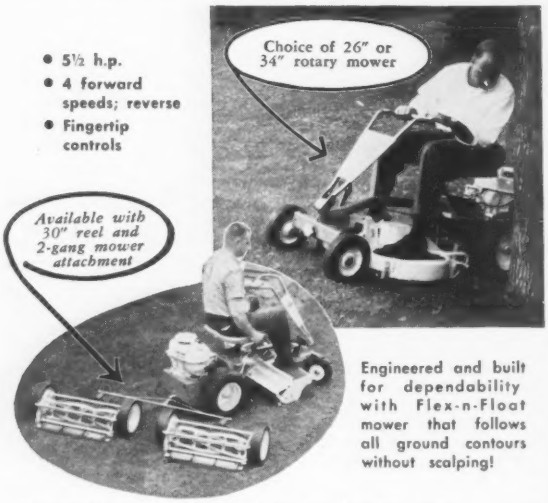

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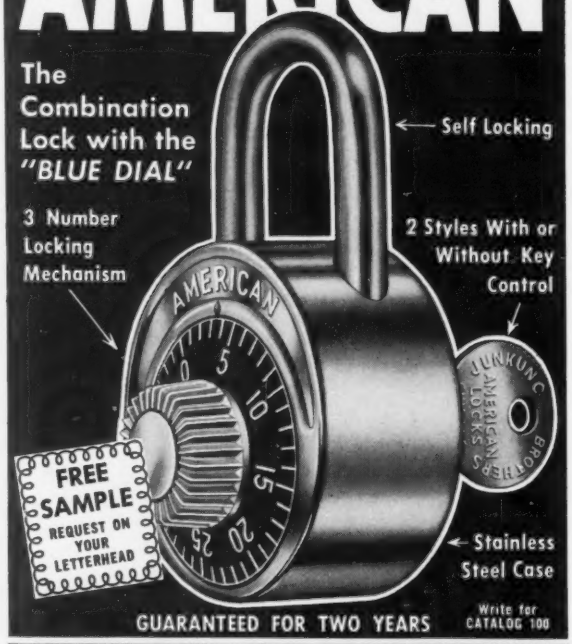

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allotments, tobacco, cotton, rice, sugar, and wool.

However, the Farm Bureau opposed federal aid to education because it would be "a foot in the door toward a federally controlled system of education."

Maybe schools should be built with barn doors?

How Free Is Free?

Free public schools can be expensive to attend. The average high school student in Oregon, for example, spends $238 a year on extracurricular expenses, according to a survey by Prof. E. Hummel of Portland State College.

The pressure for students to keep pace is tremendous, says Hummel. He cited class jewelry, athletic tickets, and activity fees as the most common expenses. Transportation is also troublesome; although buses are available, some teen-agers spend as much as $200 a year on cars. Proms and other social affairs also strain the budgets of many students, Hummel pointed out.

Junior and senior high school students in Maryland's Montgomery County have expenses that amount to about $100 a year per child. Typical items: notebooks, gym shoes and sweat shirts, shower towels, student pictures, injury and accident insurance, book covers, subscriptions to classroom publications, and laboratory and shop materials. In addition are costs of field trips and college entrance examinations.

Drumstick Anyone?

The U. S. Department of Agriculture has purchased five million pounds of chicken for the National School Lunch Program. Purchases were made to provide additional protein foods to schools. It is the first time the department has provided chicken for school lunches.

The Agricultural Marketing Service expects abundant supplies of cabbage, eggs, cranberry products,

(Continued on page 94)

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See it at 3.5X or 120X...

or anywhere in between

Focus on any classroom specimen—
and see it in just the size you want. Bausch & Lomb Stereo-Zoom® Microscopes give you continuously variable power. Just a turn of the knob gives you an infinite choice of repeatable magnifications throughout the entire stereo range of your instruments.

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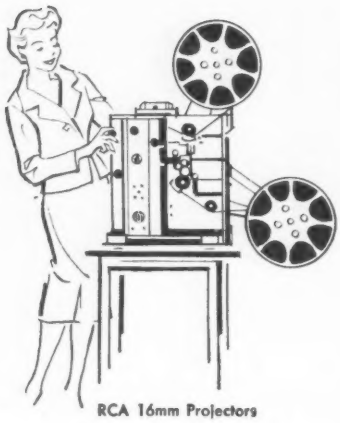
RCA EDUCATIONAL ELECTRONIC TOOLS



RCA 16mm Projectors

RCA Modular Sound Systems

RCA Record Players
and Tape Recorders

GET MORE LONG RANGE VALUE FROM YOUR DOLLARS WITH RCA ELECTRONIC TOOLS FOR EDUCATION

Today, in spite of acutely rising prices, RCA Electronic Tools for Education offer greater value to schools than ever before. Because of a dynamic research program which has led to constant improvement in reliability and performance and because of their ability to meet the crucial demand of better education for more students, these products represent one of the best buys in the educational marketplace. They are an investment which will give dividends in continued service for years to come. Here briefly are some of the things you get for your money when you buy RCA.

In terms of function you are getting equipment which has been fashioned to help teachers teach *more* students *better*. Equipment which can bring a mountain of illustrative material—indeed any facet of world culture which has been recorded on film, tape or disc—into the classroom at the flick of a switch. Equipment which enables the teacher to devote more time to individual students, and which helps students to learn faster and retain more. Equipment which reduces the drudgery of drill for the teacher and which stimulates him to more creative effort in the classroom.

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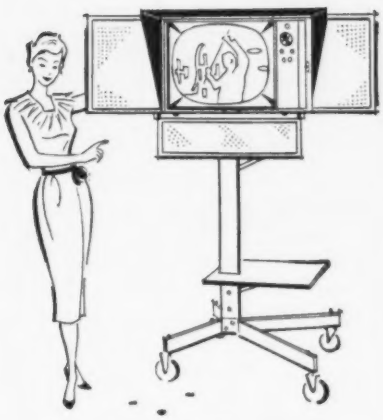
FOR "ACROSS—THE—ROSTER" USE



RCA Educational TV Receivers

RCA Teaching Devices—Language Laboratories and Electronic Trainers

In terms of product you are getting quality equipment from a company which is no electronics-come-lately in the educational field. RCA has been making 16 mm sound projectors for thirty years, and school sound systems for more years than that. This experience is reflected in an extensive line of products which provide dependable performance.

RCA's long association with the educational market has resulted in products specifically designed to meet this market's unique needs. For example, every product in the line features ease of operation and ruggedness of construction. With RCA Electronic Tools for Education you get equipment whose simplicity encourages use; equipment which will withstand the onslaughts of even the most spirited students, and which will give you on-schedule performance in class after class.

The modular construction of both language laboratory equipment and sound systems is another evidence of RCA's thoughtful design. These products were engineered for growing schools. You buy to meet your present needs only; expand when you need to. But, like the extra length in junior's trousers, the expansion is planned for. Thoughtful design permits the installation of additional equipment in short time and at a low cost.

Because of the dynamic nature of the electronics business, you get important value in research, too. RCA's intensive research programs in the broad areas of defense, consumer and industrial electronics result in a stream of remarkable discoveries, many of which have direct application in the educational field. From this sharing of research comes a constant series of innovations for product improvement at a quite low cost.

Looked at from any angle, RCA Electronic Tools for Education are an outstanding buy. They represent a uniquely low cost-per-student investment for a group of products whose value to education stands second only to the teachers they serve.

For more information, write RCA, Educational Electronic Audio Products, Bldg. 15-1, Camden, N. J.

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MODEL A-3P
A
Really New Design
— VERSATILE PERFORMANCE
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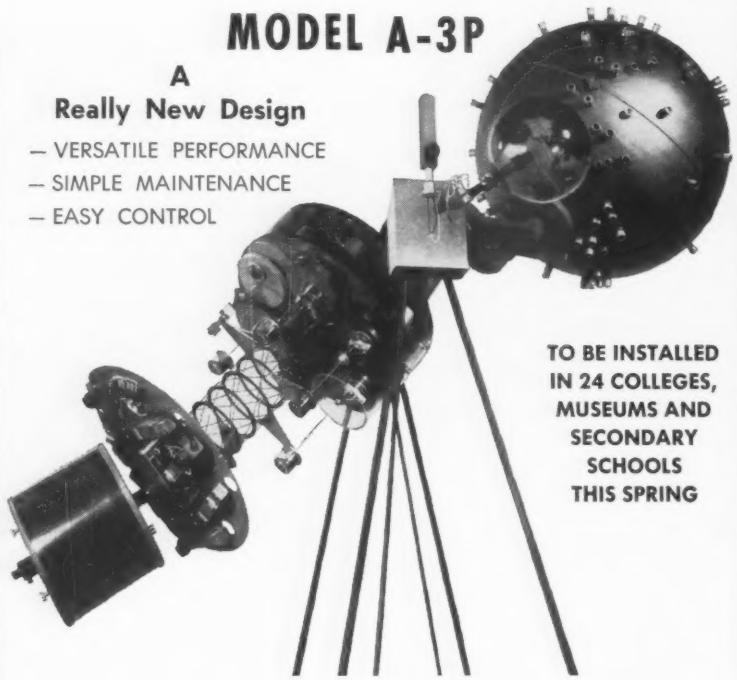

TO BE INSTALLED IN 24 COLLEGES, MUSEUMS AND SECONDARY SCHOOLS THIS SPRING

- AUTOMATIC PLANETARY MOTIONS
- COMPLETE LATITUDE MOTION
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MANY OTHER FEATURES
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— OR LARGE — PLANETARIUM

STANDARD MODEL A-3P $13,000 INCLUDING AUXILIARIES
STANDARD MODEL A-3 $6,800 INCLUDING AUXILIARIES

Made, Sold and Serviced
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SPITZ LABORATORIES, Inc., YORKLYN, DELAWARE

Roundup (continued)

canned ripe olives, California dates, milk and dairy products, peanuts and peanut products, rice, and potatoes to be available for school lunch planners.

Plentiful dairy products will be available at favorable prices, the Service reports, since prices of fluid milk decline in March in many markets.

Labor's Days

A series of one-day programs to inform senior high school students and teachers about the history and current activities of the labor movement is being planned by the Kentucky State AFL-CIO.

Staff members of various state unions will tell educators and students of labor's role in the community and the relationship of labor and the community in the future.

Initial sessions will be at the University of Louisville, followed by roving teams of trade union instructors. Books on the labor movement will also be distributed to school libraries.

If A Woman Answers . . .

The newest office telephone directories at the National Education Association are well-worn, and there's good reason.

As a matter of convenience (for whom we're not yet certain) all married men are indicated by an asterisk.

Long Way From Home

Overseas Schools, directory published by the International Schools Foundation, lists 102 institutions in Asia, Africa, the Middle East, and Europe.

For the most part, the schools are non-profit and unsponsored, developed in the last ten years by some of the million and a half Americans working abroad. Total enrollment in the schools is now about 20,000, some 12,000 of whom are American. The remainder represent seventy-five nationalities.

Science Integer

St. Paul's School in Concord, N. H., is revising its science curriculum. Starting in September, a single physical science course will cover chemistry, physics, meteorology, astronomy, and geology. The course replaces the current one-year requirement in any one of three major sciences and will be a prerequisite for all other science courses.

The change is in line with what public secondary schools and colleges are doing to recognize the common base of all sciences and to avoid repetitions.

St. Paul's change will permit students to fulfill basic science requirements and take advanced physics and advanced chemistry in three years, rather than four.

Public Service

Colleges and universities should enlist federal support for a broadened program of public service training. That's the essence of a plan outlined by president Eric A. Walker of the Pennsylvania State University.

Walker envisions a program of basic and advanced instruction for undergraduate students, with the emphasis on their public responsibilities, which would prepare them for service in the military, civil defense, or foreign technical assistance areas. It was designed to implement the administration's Peace Corps proposal.

Pointing to the vast federally-supported ROTC program, Walker said his plan "is a recognition that manpower and brainpower needs exist in other than military areas."

Book Sales Soar

Sales of educational books in 1959 reached new highs at all grade levels, according to the latest tabulations of the American Textbook Publishers Institute. Nevertheless, sales failed to keep pace with the boom in student enrollment as schools, on the whole, continued to fall behind in their per pupil textbook supplies, ATPI reports.

The Institute pointed out that only 1 percent of the nation's school budget goes to printed materials.

According to the ATPI annual survey, sales of textbooks and standardized tests in 1959 increased almost 12 percent over 1958. Total sales of all educational publishers was close to $326 million. Biggest increase was made by standardized tests, which jumped 25 percent over 1958.

In a second major development, publishers of quality paperbacks are moving into the high school market at a steadily increasing tempo. The enthusiastic discovery of the possibilities for paperbacks in college a few years ago is now in full swing on the high school level.

One busy book dealer in Akron, Ohio, described the new trend as a "tidal wave." The demand for paperback classics among Akron high school students has been nothing short of phenomenal. More than 6,000 volumes were sold in the two months following installation of sales racks in junior and senior high schools. ●

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STEELBESTOS®
INDESTRUCTIBLE
ECONOMICAL
MAGNETIC
CHALKBOARD
Cement-asbestos formed into stone hard panels by hydraulic pressure.
Rust-proofed steel permanently laminated for shock-proof permanence.
Litegreen magnetic face of built-up slating coats for life-long service.
Another Beckley-Cardy Original
STEELBESTOS® withstands every schoolroom test. Cement-asbestos backing is permanently bonded to smooth, rust-proof steel surface to give uniform, indestructible writing face . . . and it's simple to install.
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AT YOUR DEALERS —EVERYWHERE
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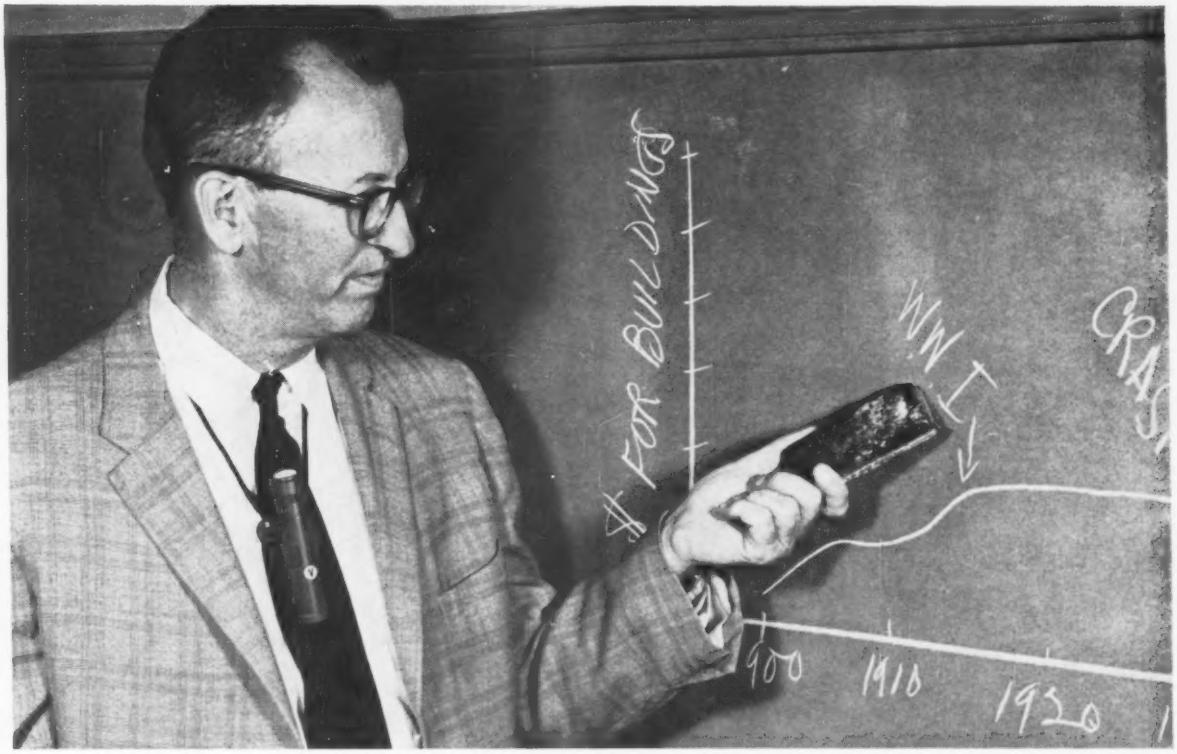
wireless Dr. Brown

typifies a modern educator in a modern school. Just as the chalk releases his inherent creative ability for visuals, the VEGA-MIKE* releases him from thought interruptions caused by the entangling wires of ordinary microphones. Constant rapport exists when a Vega-Mike is used. No longer does a step backward, a turn of the head, or a gesture interfere with microphone pickup. Whether facing the blackboard or the audience, edification is continuous; every spoken word is heard distinctly.

And wireless Dr. Brown . . .



Dr. James W. Brown, Dean of the division of Graduate Studies at San Jose State College — an eminent and renowned authority in the field of Audio Visual Education

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in the room. The tethering restrictions normally imposed upon a speaker by microphone cables no longer hamper his presentations when he wears a Vega-Mike. Free action means free thought on the part of the speaker. The resultant continuity of thought direction brought about by a Vega-Mike avoids distraction.

The Vega-Mike Wireless Microphone System can be of value in many exciting ways. For a free six page brochure describing this equipment write to Vega Electronics Corporation, P. O. Box 145, Cupertino, California.

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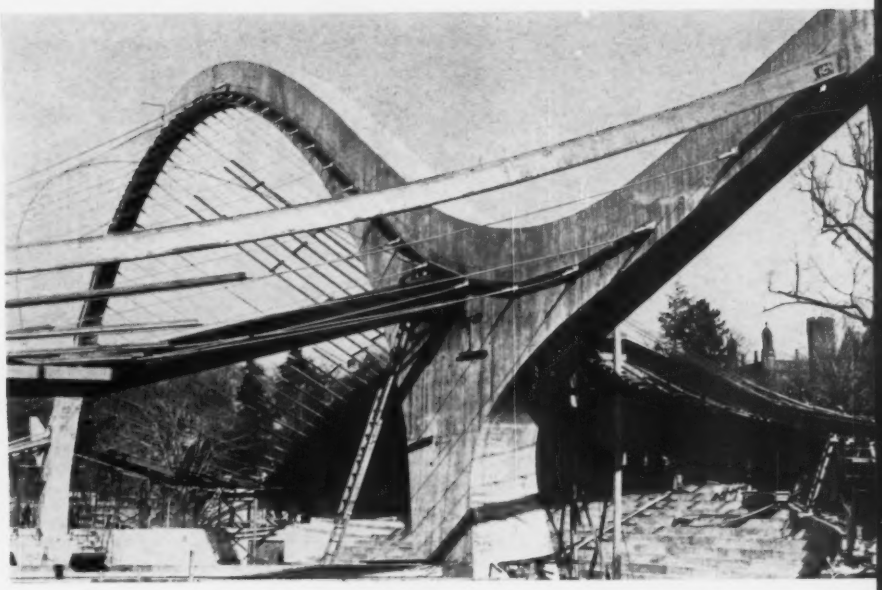
PRODUCT PREVIEW

Schools Going Up



CERAMIC-FACE GLASS BLOCKS

Ceramic-face glass blocks now come in twelve colors according to an announcement by Kimble Glass Co. To the four original colors—coral, yellow, pastel blue and pastel green—have been added eight more: white, black, deep red, deep blue, deep green, orange, charcoal gray, and walnut. The color is fired on the face of the block at an extremely high temperature, fusing the color to the glass. The color becomes a part of the block and cannot chip or peel. It is adaptable for either indoor or outdoor use. Owens-Illinois, Toledo 1, Ohio.

Circle **OV-301** on reply card, last page

STEEL CANOPY

The slim lines and graceful appearance of steel canopy combine

esthetic values with all-weather protection for students at the new addition to the Queen Anne High School, Seattle, Wash. Featuring all-steel construction in the lunchroom and music wing, the Queen Anne addition was erected quickly with considerable savings over conventional methods of construction. The simplified framing involved and easier on-the-job assembly resulted in lower material and labor costs. Columbia-Geneva Steel Div., U. S. Steel Corp., 120 Montgomery St., San Francisco 6, Calif.

Circle **OV-302** on reply card, last page

WALL PANELS

All sorts of things go right on the walls of the classrooms in the elemen-

tary school of Byronville, Ga. These "working walls" are of Masonite Panelock and consist of wood-grained, grooved panels in a number of colors; vertical metal lockstrips which support the panels at 2′ intervals; and brackets and fixtures which fit in any of the inch-apart perforations in these nearly-invisible lockstrips. The shelves or other fixtures that would be used in a classroom may be moved at any time, in a few minutes, without marring the wall. Masonite Corp., 111 W. Washington St., Chicago, Ill.

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FIBERGLASS PANELS

North H. S.'s new addition (in Denver, Colo.) is fronted by a fiber-

glass fence surrounding a cement-block sun deck. The fence is a good example of the trend toward durable dual-purpose building materials in school construction. A low-maintenance material was wanted that would transmit light, afford privacy, and serve as a break against cold winds. These specifications were met with 36 4′ × 6′ Structoglas translucent fiberglass panels set in a lightweight steel frame. The panels are pebble-grained fiberglass-reinforced plastic of the type that transmits 90% of all impinging daylight. Tiny glass fibers in the panels diffuse incoming sunlight, flooding the sun deck with shadowless, glare-free light. Being translucent, they also screen the

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How

projected costs

ENTER YOUR SCHOOL CONSTRUCTION PICTURE

According to a recent study made by a team of professional architectural engineers, projected cost factors such as heating and maintenance can raise the ultimate cost to taxpayers of a hypothetical classroom as much as FIVE times—depending on whether the walls are made of brick, metal or glass. Here is a summary of their findings:

Wall Type	Initial Cost Per Sq. Ft.	Ultimate* Taxpayer Cost Per Sq. Ft.
Brick	**$2.30**	**$4.13**
Metal	**$6.00**	**$9.20**
Glass	**$4.60**	**$20.48**

** Based on 50-year life*

The details of this study—plus other important facts about school construction—are given in an interesting new booklet, "A FEW HARD FACTS ABOUT THE DESIGN, COST, CONSTRUCTION OF THE MODERN SCHOOL BUILDING."

Price 60c. Write for copies to:

Structural Clay Products Institute,
1520 18th St., N.W., Washington 6, D.C.

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GOUGLER

MASTER KEY COMBINATION LOCKS

These sturdy, high security locks use a new type master key, not duplicable on key machines, for proper control and maximum protection. They feature "clicking" combinations, no need to read, just count clicks and open—even in the dark.

Type No. 40

Similar non-master key lock, No. 30/1, available.

BUY NOW! TAKE TWO YEARS TO PAY!
Ordering now will help us deliver on schedule. Our credit plan, with no interest charged, will help you build locker fund and assure proper school security.

Write for sample, prices and 2 years credit plan.

C. L. GOUGLER KEYLESS LOCK CO.
711 Lake St. Kent, Ohio

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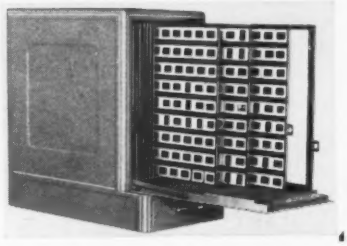

PHOTO SLIDE FILING SYSTEM

for quick visual reference and use

You gain these three advantages when you keep your slides in this Multiplex cabinet:

1. *Orderly classification*—by subject matter, date, etc. Cross index cards available.
2. *Convenience*—slides can be viewed against light-diffusing panel—individual slides easily inserted or removed.
3. *Protection*—against loss or damage—with slides properly stored. Cylinder-type key lock on door.

The Multiplex Slide Cabinet shown above holds 2340 slides, 2" × 2" . . . or 780 slides, 4" × 3¼" . . . or some of each. Door opens down to provide shelf. Spacious utility drawer in base. Smaller and larger sizes, and other models, are available. For more information, use the coupon below.

MULTIPLEX DISPLAY FIXTURE CO.
Dept. Z, Warne & Carter
St. Louis 7, Missouri
Please send me Slide Cabinet Bulletin LS-158.

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Address .....
City & State **AP61**

swimmers from the nearby throughways. The panels are shatterproof and weather-resistant. Structoglas, 11701 Shaker Blvd., Cleveland 20, Ohio.

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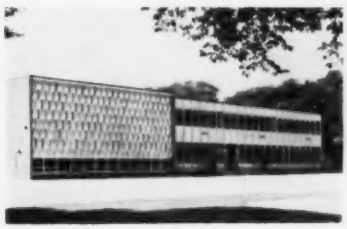
GLASS BLOCKS

An unusual curtain wall combination of cut stone and Color Glass



Blocks has been used in the gymnasium at Roosevelt Elementary & River Forest Jr. H. S., River Forest, Ill. Ribbons of red, blue, yellow and white glass blocks were combined with the stone units to achieve both light and gay color. Four 8″ square blocks of the same colors were installed vertically between each unit of cut stone. The Color Glass Blocks, a product of the Pittsburgh Corning Corp., have a fire-on translucent ceramic color finish on one side. Pittsburgh Corning Corp., One Gateway, Center, Pittsburgh 22, Pa.

Circle **OV-305** on reply card, last page

VINYL ASBESTOS FLOOR TILE

Shibui is the newest pattern in the Azrock line of resilient floor tile. It has an unusual pattern effect in a combination of beige, brown and tan chips and comes in two colors, Shibui Dusk and Shibui Dawn. Available in the 1/8″ gauge, 9″ × 9″ size. Designed for institutional use where there is heavy flow of traffic. Azrock Floor Products Div., Uvalde Rock Asphalt Co., P. O. Box 531, San Antonio 6, Tex.

Circle **OV-306** on reply card, last page

SANDWICH PANELS

Clarklite sandwich panels provide economy, strength, insulation, and versatility. The panels are stressed skin sandwich units constructed with rigid Dylite expanded polystyrene cores. Available in any size and thickness up to 8′ × 20′ × 10″, panel sur-

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MRI | TRW

world's most complete line of language laboratory equipment

complete supervision for complete language teaching control

Model CD-6L

Also available: Model CD-3L with single pedestal.

MRI | TRW

Magneticon teacher-control console desk

Increased teaching efficiency, provided by the CD-6L's complete control, is one of the important benefits assured by MRI/TRW's long language laboratory experience.

This modern, functional unit (illustrated) gives you the space you need for as many as 6 tape reel or automatic magazine playback/recorders, and/or phonographs. Plenty of room for storing tapes, headsets, other accessories . . . all out of sight . . . out of the way! Sliding formica tops instantly add extra wide, useful desk area.

Besides offering *the world's most complete line of quality, easy-to-use equipment,* MRI/TRW maintains a continuing program of vital educational services. Tested teaching techniques, seminars and consultations are among the many ways MRI/TRW helps assure maximum effectiveness, maximum utilization of equipment.

Write today for complete details on MRI/TRW advanced language laboratory equipment and educational services . . . and full specifications of the new Magneticon Console/Desk.

Language specialists available in your area for consultation

- Low, efficient design lets you see entire class, while seated
- Fingertip audio control of up to 6 programs
- Instant contact with as many as 150 students—one or all

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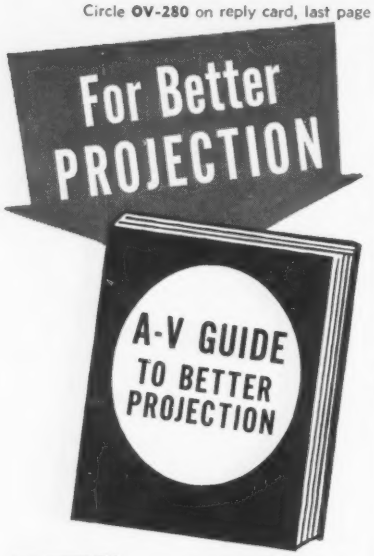

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An extremely useful guide to anybody who is using or considering using *any* type of projection equipment. Covers motion picture, silent and sound, slide, slide-film, opaque, overhead projection for all types of users—schools, churches, industry, sales. Covers every phase of projection—proper arrangement of projection facilities, acoustics, equipment, screens. Fully illustrated. Is a gold mine of valuable information, complete, thorough—but easy to understand. Fill out coupon for FREE Copy—also full information, specifications on the complete line of Radiant modern projection screens for every need.

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faces may be selected from a wide variety of common finished or unfinished sheet materials such as plywood, gypsum board, masonite, aluminum or steel. Clark Industries, Inc., A Div. of The Clark Grave Vault Co., 375 E. 5 Ave., Columbus 1, Ohio.

Circle **OV-307** on reply card, last page

STRUCTURAL FACING TILE

Fireproof Vitritile, a ceramic glazed structural facing tile, was used

for nearly all the walls in the Westlake Jr. H. S., in Erie, Pa. Use of this material eliminates the need for painting and requires only a periodic wiping with soap and water to retain a clean, cool and new appearance. This is particularly important in wall areas subject to heavy scuff marks.

Vitritile bull-nose corners were employed on all external corners, for safety to persons and to minimize damage from ladders, cleaning machines, and other equipment. Natco Corp., 327 Fifth Ave., Pittsburgh, Pa.

Circle **OV-308** on reply card, last page

PLASTIC GLAZING PANES

Offering unusual impact strength, plastic window panes effectively resist vibration and twisting. Available in a wide variety of sizes, the panes are adaptable to both wood and sash, and to all types of buildings. Installation is similar to that of ordinary glass panes and can be done by maintenance personnel. Auburn Plastic Engineering Co., 4919 S. Loomis Blvd., Chicago 19, Ill.

Circle **OV-309** on reply card, last page

PLASTIC PANELS

A new line of Marlite golden Fleece and Lace patterns has been introduced by Marsh Wall Products, Inc. The Gold Lace pattern has delicate gold veining; the three Fleece patterns—blue, gold and pink—feature a fleecy cloud effect over the Lace pattern. The panels have a durable baked melamine plastic surface which never needs refinishing. The new patterns are available in 4′ × 6′ and 4′ × 8′ panels, 5/32″ thick. Marsh Wall Products, Inc., Dover, Ohio.

Circle **OV-310** on reply card, last page

HARDWOOD TILE

Higgins S-t-r-e-t-c-h-e-d-w-o-o-d Tiles are 9″ × 9″ tiles of solid hardwood ⅛″ thick. The strength, durability and grain pattern of the hardwood are unaltered by the stretching process. Priced in the range of wood-substitute resilients, the hardwood tiles are an excellent floor covering for concrete slabs, or grade suspended slabs, wood subfloors and over worn resilient, wood or terrazzo floors. The installed floor is unusually quiet and its 6 coat factory prefinish is resistant to normal hazards. Higgins Industries, Inc., P. O. Box 8169, New Orleans 22, La.

Circle **OV-311** on reply card, last page

CURTAIN WALL PANELS

Casavan Industries, Inc. has just announced production of lightweight modular curtain wall panels. The panels are dimensionally stable, termite and fungus resistant, moisture and fire-proof and have exceptional sound-proof qualities. The modules are composed of any combination of exterior and/or interior facings moulded and bonded in a single operation to an expanded polystyrene or polyurethane core of any desired thickness or density. Units range in size from as small as 2′ by 4′ to as large as 4′ by 12′ and larger in almost any shape. Casavan Industries, Inc., Ridgefield Park, N. J.

Circle **OV-312** on reply card, last page

OF GENERAL INTEREST

ACOUSTIC CURTAIN

The Brunswick Corp. has just announced the development of a radically new product, the acoustic curtain. This is, in effect, a wall of carefully engineered and hidden lead, encased in a heavy woven fabric. It uses weight to reduce sound transmission, in an ingenious flexible curtain. Operating on much the same principle as a heavy drapery, the acoustic curtain's unusual feature is that two or more classroom areas can be easily "opened up" into each other to serve as a large area when teaching techniques and needs require it. Closed, it gives each room an amazing sound privacy. Brunswick Corp., School Equipment Div., 2605 E. Kilgore Rd., Kalamazoo, Mich.

Circle **OV-313** on reply card, last page

PROJECTION TRANSPARENCIES

A new visual communications system which enables a plastic transparency to be made from almost any document in less than ten seconds in normal light and projected immediately in a fully-lighted room has been announced by Minnesota Mining and Mfg. Co. The new system, which combines the use of a copying machine and an overhead projector, is both rapid and economical.

Making the transparencies is a simple operation. The transparency and original document are inserted in a Thermo-Fax copying machine and, in about four seconds, the transparency is ready for projection. The

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Now...a complete NEW line of Halsey Taylor fixtures ✦

Stainless Steel

You are looking at the very newest in face-mounted wall fountains... exciting new designs dramatically created in stainless steel by Halsey Taylor. They're just some of the many fountains and coolers in the complete new Halsey Taylor line!

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✦ in glamorous stainless steel

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And you also get all the extra Halsey Taylor features, such as dependable performance, health-safety, maintenance-free service.

Fountains illustrated:
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Centre. . . . .1¾" back
At right. . . . .6" back

Write for latest catalog, or see Sweet's or the Yellow Pages

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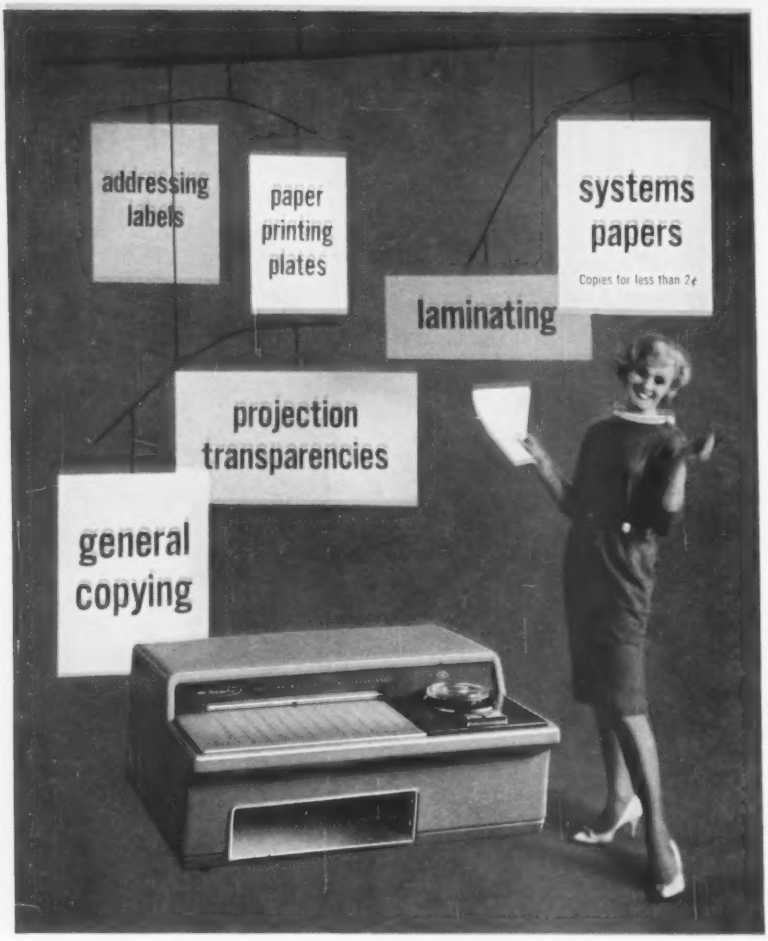

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Thermo-Fax overhead projector is a compact unit which uses regular 110 volt current, a 1,000 watt lamp for maximum brilliance, and projects a 10×10 foot image from a distance of 15 feet. Minnesota Mining & Mfg. Co., 900 Bush Ave., St. Paul 6, Minn.

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DAYLIGHT MOTION PICTURE PROJECTION

The Wilson Movie-Mover RP makes it possible to use any 16mm

projector and present motion pictures under normal room lighting and with windows open for ventilation. The unit comes complete with an $18'' \times 24''$ lenticular unbreakable screen, sturdy all-purpose table—convenient shelves, and self-storing screen box. Operation is simple and can be handled by any student or teacher. Sharp, brilliant pictures can be presented with good contrast and maximum viewing angle. H. Wilson Co., 106 Wilson St., Park Forest, Ill.

Circle **OV-315** on reply card, last page

ACOUSTICAL CEILING TILE

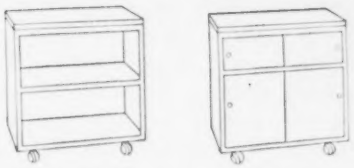
Golden Cushiontone is a new wood fiber decorative acoustical ceiling tile which is considerably less expensive than many similar materials. The tile features golden metallic flecks inlaid in its fissures, and is finished with a new flat white washable vinyl paint which provides excellent light reflectivity. Available in a standard $12'' \times 12'' \times 9/16''$ size, with tongue-and-groove edge detail; the tile can be cemented directly to plaster, concrete, or gypsum board surfaces, or can be mechanically suspended. Armstrong Cork Co., Lancaster, Pa.

Circle **OV-316** on reply card, last page

Circle **OV-283** on reply card, last page

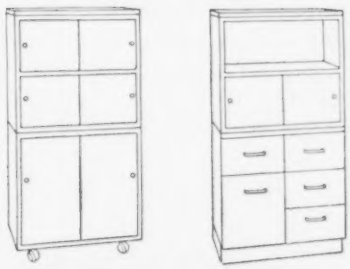
Shown below are several models of HONOR Classroom storage cabinets. Available with or without sliding steel doors; also with rolling casters or legs with adjustable glides.

LO-LEVEL MODELS

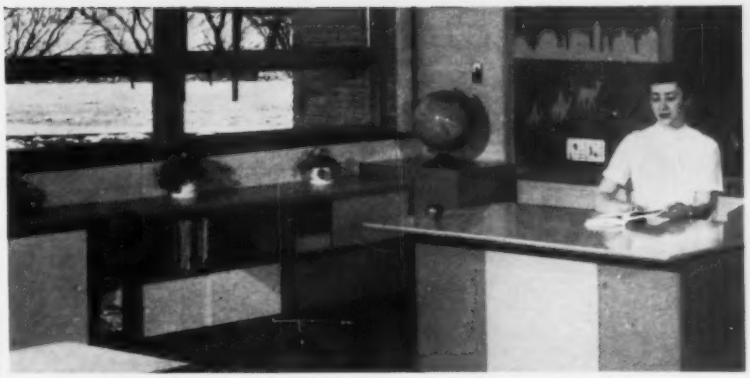


NO. 5R7ZA00 NO. 5R7ZE00
29¾" wide X 16" deep X 25¼" high

HI-LEVEL MODELS



NO. 5R7ZCZF NO. 5R856ZG
29¾" wide X 16" deep X 48" high (base) 46¾" (casters)



HONOR Classroom Cabinets

offer unexcelled flexibility at moderate cost!

■ These modular units are easily moved around so that the teacher can rearrange to best serve classroom activities. Shelves are adjustable to take books, paper or other materials, and for display purposes. Constructed of long-lasting steel. Plastic top. Durable baked enamel over a rust-resistant base coat. Colorful choice of door panels; grey or blue cabinets; natural grain top.

Write for name of nearest HONOR distributor

HONOR *especially for schools*

BY THE H-O-N CO. MUSCATINE, IOWA

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Plywood
SEATS & BACKS
for worn or damaged school & auditorium seating, or
Plastic Covered
TOPS & TABLET ARMS
for school furniture

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BIG MOW-BILITY DOES YOUR JOB BETTER!

in HALF the time at HALF the cost

Free your people for other important work; save man-hours. The Clean-Cut 70 ROTARY GANG MOWER gives you extra power, extra speed, extra maneuverability.

Ride at 5 MPH and cut a swath 70 inches wide! Change your cutting width *while you mow!* Trim, mow, mulch . . . all in one money-saving operation.

Unexcelled maneuverability with unique rear-wheel drive and steering. Mow slopes as steep as 30%!

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P.O. BOX 737-D DUNBAR, WEST VIRGINIA

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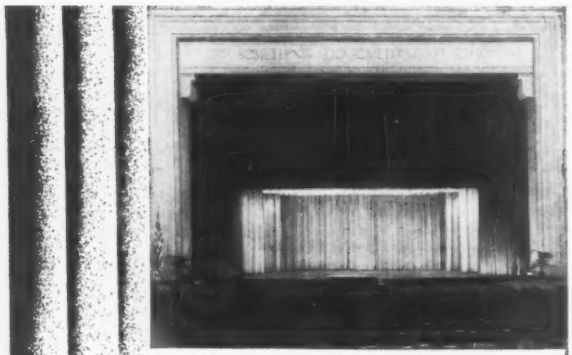

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Pittsburgh 14, Penna.

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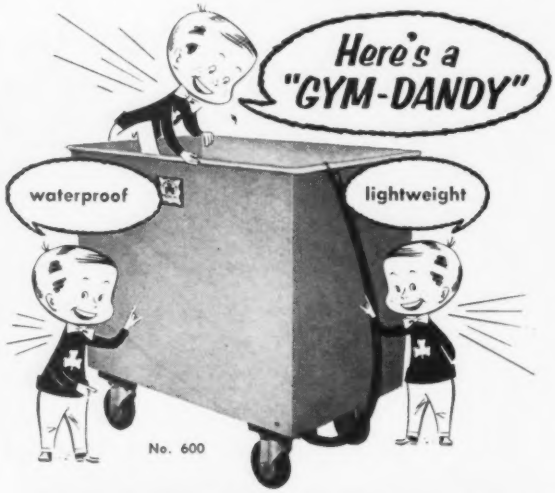

SHAMROCK® POLY-GLASS

SERVICE TRUCK

Sturdy, rigid *Poly-Glass* Truck takes severest abuse in your gym, gives years of wear. Ideal to hold soiled, wet towels and uniforms, has big capacity. Waterproof, won't snag; smooth walls inside and out. No rivets, nothing to rust. Easily washable, sanitary. Lightweight, rolls on rubber casters. Dove grey inside and out. No. 600 style shown above can be furnished without hose. Sold through Shamrock jobbers everywhere.

Sizes: 36" x 24" x 25" deep, 36" x 26" x 27½" deep, 40" x 28" x 30" deep, 48" x 24" x 25" deep.

WRITE FOR LITERATURE AND PRICES

MEESE, INC., MADISON, INDIANA

PRODUCT LITERATURE

Building Products

The R. C. Mahon catalogs for 1961 are available to architects and engineers. Of special interest are the property and load tables contained in the three Deck and Floor catalogs and the new load tables in the Curtain Wall catalog. The R. C. Mahon Co., P. O. Box 4666, Detroit 34, Mich.

Circle **OV-401** on reply card, last page

Office Duplicating

"Automate Your Office Duplicating with a Tempo Model 250DA Geha Stencil Duplicator." Printing press features are designed into this one compact stencil duplicator. Bulletins, forms, letters, instructions, folders, and advertising pieces can be reproduced quickly and economically. Milo Harding Co., 500 Monterey Pass Rd., Monterey Park, Calif.

Circle **OV-402** on reply card, last page

Laboratory Table Surfacing

Johns-Manville Colorlith, described in this folder, is asbestos-cement monolithic sheet material which provides a durable, smooth surface for table tops, hoods, and other laboratory areas. Johns-Manville, 22 E. 40 St., New York 16, N. Y.

Circle **OV-403** on reply card, last page

Electronic Test Scoring

Burgess Grade-O-Mat is an automatic and portable test scoring machine. Simple to operate, it scores tests in seconds. Grade-O-Mat Div., Burgess Cellulose Co., Freeport, Ill.

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Light Control Draperies

Three types of LuXout light control draperies are available: Translucent to eliminate glare in offices, corridors, lounges; Dim-out for all classrooms, to diffuse sunlight and to dim rooms for projected pictures; and Black-out (opaque) for rooms where absolute darkness is preferred. A package of folders is offered. Plastic Products, Inc., Richmond, Va.

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Electricity, Electronics Aids

"An Exciting New Approach to Teaching Electricity and Electronics!" The ErecTronic System consists of a group of kits designed to teach by having the students perform actual experiments. Full information in this folder. Science Electronics, Inc., 195 Massachusetts Ave., Cambridge 39, Mass.

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Circle **OV-289** on reply card, last page

this 18-row telescoping gym seat installation is operated MANUALLY

New Safway telescoping gym seat installation at Menomonee Falls High School, Menomonee Falls, Wis.; architects—Kloppenburg & Kloppenburg, Milwaukee. Seating set-up shown is duplicated on the opposite side of the gym (total capacity 2,370).

SAFWAY

TELESCOPING GYM SEATS

quickly opened to any required number of rows or closed to clear the floor

EASY OPERATION of Safway telescoping gym seats means *lower handling costs* every time you change your set-up. With Safway's straight-line tracking, manual operation is practical for most installations—even the big 18-row bleacher shown above.

Other Safway features are extra-large wheels, non-sticking nylon glides, fewer moving parts and less metal-to-metal friction.

SPECTATOR COMFORT—Ample foot and knee room; inclined seats; good view.

COMPLETE SAFETY—For spectators, gym users and maintenance personnel.

FLOOR PROTECTION—Wheels roll in separate tracks to prevent grooving.

GOOD LOOKS—Seats nest into a vertical cabinet. Rich Golden Oak finish.

COMPLETE LINE—Recessed, wall-attached and portable types.

MOTORIZED OPERATION—Available for larger installations if desired.

WRITE FOR BULLETIN 164W

SAFWAY

Sweet's

SAFWAY STEEL PRODUCTS, INC.
6228 W. STATE ST., MILWAUKEE 13, WIS.

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...Priced for today's budget!

KRUEGER All-New FIBERGLASS CHAIRS

No. 3201 ARM CHAIR
Black or Chrome steel legs

Curved and shaped to body contours, Krueger's Fiberglass chairs help raise the standards of seating comfort — add colorful warmth and beauty to any room setting. You can tell a Krueger chair by its rich, smooth finish — free from seat "bumps", because the leg attachments are molded-in as an integral part of the one-piece fiberglass body. These chairs offer seating flexibility, too, because you can stack or gang them (Model 3001) . . . and mix or match their softly hued decorator colors of Sand Beige, Shell Coral, Evening Gray, Turquoise and Parchment.

No. 3101 SIDE CHAIR
Black or Chrome steel legs

UNSURPASSED FOR DURABILITY . . .

Krueger Fiberglass is virtually indestructible, is color permanent and cleans like new. The strong tubular steel legs are wobble-free and built to last a lifetime! In short, these chairs are terrific . . . and priced far below what you'd expect to pay for such permanized quality.

Write for colorful new descriptive brochure showing actual Fiberglass colors.

KRUEGER
METAL PRODUCTS • GREEN BAY • WISCONSIN

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Walls, floors, glass, furniture, carpets — any surface not harmed by water — can be quickly cleaned with Zep Formula 158. It goes on easily, rinses easily, removes even the toughest dirt, leaving behind a fresh, clean fragrance.

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